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ABSTRACT

This hearing was held to examine the status of Hispanic children and families in the United States, with special focus on children's services, educational opportunities, training, and employment issues. Testimony and reports brought before the Committee included, in part, the following information about Hispanics: (1) higher dropout rate and lower educational attainment; (2) higher rate of students in special education programs; (3) poorer health and medical care; (4) greater population growth; (5) higher poverty rates; (6) higher unemployment rates; (7) lack of available data on many Hispanic issues; (8) inappropriateness of some minority programs for Hispanics; (9) racist population control programs targeted at Hispanics; (10) positive effect of Federal government minority business programs on Hispanics; and (11) negative effect of United States cultural influences on Hispanics. (PS)

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HISPANIC CHILDREN, YOUTH, AND FAMILIES: CHALLENGES, CHANGES, AND EMPLOYMENT

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BEFORE THE

SELECT COMMITTEE ON CHILDREN, YOUTH, AND FAMILIES

AND THE

SUBCOMMITTEE ON EMPLOYMENT OPPORTUNITIES

OF THE

COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES

NINETY-NINTH CONGRESS

SECOND SESSION

HEARING HELD IN WASHINGTON, DC, ON SEPTEMBER 18, 1986

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HISPANIC CHILDREN, YOUTH, AND FAMILIES: CHALLENGES, CHANGES, AND EMPLOYMENT

THURSDAY, SEPTEMBER 18, 1986

House of Representatives, Select Committee on Children, Youth, and Families, and Subcommittee on Employment Opportunities, Committee on Education and Labor,

Washington, DC.

The committee met, pursuant to call, at 9:14 a.m., in room 2175, Longworth House Office Building, Hon. George Miller (chairman of the select committee) presiding.

Members present: Representatives Miller, Martinez, Weiss, Coats, Anthony, Hayes, Evans, Torres, Bliley, Boggs, Sikorski, and Wheat.

Staff present: Ann Rosewater, deputy staff director; Jill Kagan, professional staff; Carol Statuto, minority deputy staff director; Joan Godley, committee clerk; Eric Jensen, staff director; Bruce Packard, legislative assistant; and Catherine Glorius, clerk.

Chairman Miller. The Select Committee on Children, Youth, and Families will come to order for the purposes of holding a hearing on the status of Hispanic children and families in the United States. I am delighted to join with the Subcommittee on Employment Opportunities in sponsoring this hearing during Hispanic Heritage Week. We have been joined as well by members of the Hispanic caucus in the House of Representatives.

The Select Committee on Children, Youth, and Families has a mandate to examine conditions among all families in America, including those with a special heritage of language, culture, and custom.

We are here today to fulfill that obligation with regard to Hispanic families. We will examine in depth the status of Hispanic families and children, with special focus on children's services, educational opportunities, training, and employment issues.

The Hispanic community is a growing and thriving community which makes enormous contributions—financial, cultural, and political—to my State of California and our Nation as a whole. Within this community, we are seeing the kind of hard work and sacrifice which generations of Americans have undertaken to improve their quality of life, and the opportunities for their children.

Our Nation, which has always thrived on ethnic diversity, is a better country because of the contributions of Hispanic Americans. This week and this hearing are not just to examine the problems which remain in that community as they exist throughout our society, but also to celebrate the history and the accomplishments of millions of Hispanic people in the United States.

The Hispanic community is growing at a much faster rate than the rest of our population. By the year 2000, Hispanics will be the largest minority in the United States. It is also one of the youngest communities in America with a median age of 23, compared to 30 for the rest of the country.

In my State, California, there are 5 million Hispanics, comprising more than 20 percent of the population. In my district, Contra Costa County, there are 59,000 Hispanics, nearly 10 percent of the population.

This large, growing, and changing community has a number of unique concerns which our committees and the Congress must address. Family income for Hispanics fell in 1985 and since 1973 has been falling twice as fast as the income of other Americans. I am distressed by an unemployment rate that was 65 percent higher for Hispanics than for other groups in 1985. At this pace, Hispanics will soon be the poorest group in America.

Already, 29 percent of all Hispanics live in poverty, including 2 out of every 5 Hispanic children. The child poverty rate is continuing to climb despite overall growth in the economy. Why are Hispanic children dropping out of school earlier and with more frequency than other children?

Why is the dropout rate for Hispanic children well over 30 percent in Contra Costa County? Why are one-fifth of all Hispanic students in California in schools for students with special problems? Why do Hispanics suffer higher rates of disease, and receive less medical care than the non-Hispanic population? Why do they get prenatal care later in pregnancy, if at all? Why are more than 30 percent going without health insurance?

Some of these critical questions could be answered better if the National Center for Health Statistics gathered and published timely data on prenatal care, teen-age births, and rates of disease among Hispanics.

It is not acceptable for one group to be at a greater disadvantage than the others as they pursue the goals of all families—to be economically secure, educated and healthy. We will be looking very hard today for advice on ways to improve educational and employment opportunities for Hispanic families. It is my hope that today marks the beginning of a new commitment among public officials to the Hispanic family, and the children who live in those families.

[Opening statement of Congressman George Miller follows:]

OPENING STATEMENT OF HON. GEORGE MILLER, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA AND CHAIRMAN, SELECT COMMITTEE ON CHILDREN, YOUTH, AND FAMILIES

I am delighted to join with the Subcommittee on Employment Opportunities in sponsoring this hearing during Hispanic Heritage Week. We have been joined as well by members of the Hispanic Caucus in the House of Representatives.

The Select Committee on Children, Youth, and Families has a mandate to examine conditions among all families in America, including those with a special heritage of language, culture and custom.

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The Hispanic community is growing at a much faster rate than the rest of our population. By the year 2000, Hispanics will be the largest minority in the U.S. It is also one of the youngest communities in America, with a median age of twenty-three, compared to thirty for the rest of the country.

In my state, California, there are five million Hispanics, comprising more than 20% of the population. In my district, Contra Costa County, there are 59,000 Hispanics, nearly 10% of the population.

This large, growing, and changing community has a number of unique concerns which our committee, and the Congress, must address.

Family income for Hispanics fell in 1985, and since 1973, has been falling twice as fast as among other Americans.

I am distressed by an unemployment rate that was 65% higher for Hispanics than for other groups in 1985.

At this pace, Hispanics will soon be the poorest group in America.

Already, twenty-nine percent of all Hispanics live in poverty, including two out of every five Hispanic children. The child poverty rate is continuing to climb despite overall growth in the economy.

Why are Hispanic children dropping out of school earlier and with more frequency than other children?

Why is the drop-out rate for Hispanic children well over 30% in Contra Costa County? Why are one-fifth of all Hispanic students in California in schools for students with special problems?

Why do Hispanics suffer higher rates of disease, and receive less medical care, than the non-Hispanic population? Why do they get prenatal care later in pregnancy, if at all? Why are more than 30% going without health insurance?

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It is not acceptable for one group to be at greater disadvantage than the others, as they pursue the goals of all families—to be economically secure, educated and healthy.

We will be looking very hard today for advice on ways to improve educational and employment opportunities for Hispanic families.

It is my hope that today marks the beginning of a new commitment among public officials to the Hispanic family, and the children who live in those families.

FACT SHEET

HISPANIC POPULATION IN U.S. CONTINUES TO GROW

In March 1985, there were 16.9 million persons of Spanish origin in the United States, an increase of 2.3 million (16%) in six years. The Spanish-origin population comprised approximately 10.3 million persons of Mexican origin, 2.6 million of Puerto Rican origin, 1.0 million of Cuban origin, 1.7 million of Central or South American origin, and 1.4 million of other Spanish origin. (Bureau of Census, [Census], April and December 1985.)

The biggest jump in Hispanic population occurred between 1970 and 1980. While the Nation's population increased by 11.5% during this period, the Hispanic population increased by 61%. The biggest increase was among Mexican Americans who nearly doubled their population during the 1970's. (Census, April 1985.)

By the year 2000, Hispanics are expected to increase from 7.2% (1985) to between 8.6% and 9.9% of the U.S. population. The lower estimate projects a total of 23.1 million Hispanics. (National Council of La Raza [La Raza], 1986.)

In 1980, nearly two-thirds of the nation's Hispanics lived in California, New York, and Texas. New York City, Los Angeles, Chicago, and San Antonio were home to 21% of all Hispanics. (Census, April 1985.)

In March 1985, there were 3.9 million Hispanic families in the U.S.: 72% were married-couple families; 23% were families maintained by women with no husband present. By Hispanic group, 16% of Cuban families, 18.6% of Mexican, 21.9% of Central or South American, and 44% of Puerto Rican families were maintained by women with no husband present. (Census, 1985.)

The median age of Hispanics in 1985 was 25.0 years, up from 23.2 years in 1980. The median age varied considerably among subgroups: the Mexican American (23.3) and Puerto Rican (24.3) groups had the youngest median ages, while the Cubans (39.1) had the oldest median age. (Census, 1985.)

In 1980, over 11 million persons, or 5% of the population, reported that they spoke Spanish in the home. Of these, about one-fourth reported that they did not speak English well, or at all. (Census Bureau, 1983.)

POVERTY REACHES RECORD LEVEL FOR HISPANICS, INCLUDING CHILDREN

In 1985, the number of Hispanics in poverty reached 5.2 million (29%), the largest number ever recorded for Hispanics. (Center on Budget and Policy Priorities [CBPR], 1986.)

Two out of every five Hispanic children lived in poverty in 1985, the highest poverty rate ever recorded for Hispanic children. This represents nearly 40% (2.6 million) of all Hispanic children under age 18. (CBPR, 1986.)

Seventeen percent of Hispanic married couples are poor, and 53.1% of Hispanic female-headed families are poor. (CBPR, 1986.)

Between 1984 and 1985, the income of a typical Hispanic family fell to $19,027, a nearly $500 decrease. Since 1973, the percentage of family income lost by Hispanic families is 100% greater than the percentage of family income lost by white or black families. (CBPR, 1986.)

One out of every fifteen Hispanics who worked full-time, year-round was poor in 1985. (CBPR, 1986.)

The increase in poverty and decline in income were steepest for Hispanics in the South and West. (CBPR, 1986).

It is projected that Hispanics will pass blacks in the next few years as the ethnic group with the highest poverty rate in the nation. (CBPR, 1986.)

HISPANIC EMPLOYMENT RISES, BUT UNEMPLOYMENT STILL REALITY FOR MANY

In March 1985, approximately 7.4 million Hispanics 16 years old and over were in the labor force. Hispanic employment overall rose by 25% over the 5-year period 1980–85, compared to increases of about 7% for whites, and 13% for blacks. (Census, 1985; Bureau of Labor Statistics [BLS], 1986.)

The proportion of Hispanic women in the labor force jumped from 41% in 1973 to 49% in 1982, consistent with the trend for non-Hispanic women. (Census, 1985.)

In April 1986, 30% of the Hispanic student population ages 16–24 was employed compared to 44% of whites and blacks. Among non-students, ages 16–24, about 75% of Hispanics (18.5%) followed by whites (21.1%) and blacks (46%). (BLS, 1986.)

In March 1985, the unemployment rate was 11.3% for Hispanics, and 7.4% for non-Hispanics. Puerto Ricans suffered the highest unemployment rate among all Hispanic groups, 14.3%, while the unemployment rate was 11.9% for Mexicans, 9.3% for persons of Central or South American origin, and 6.8% for Cubans. (Census, 1985.)

In March 1985, 11.6% of employed Hispanic males and 12.6% of Hispanic females were in managerial and professional occupations, compared to 26.2% of employed non-Hispanic males, and 24.4% of employed non-Hispanic females. (Census, December 1985.)

EDUCATIONAL ATTAINMENT FOR HISPANICS REMAINS LOW

More than fifty percent of all Hispanic adults are functionally illiterate, a higher rate than among blacks (44%) or whites (16%). (La Raza, 1986.)

The proportion of high school graduates among Hispanics 25 years and older in 1985 was 48%, compared to 76% for non-Hispanics. Only 8% of Hispanics in this age group had completed 4 years of college or more, compared with 20% for non-Hispanics. Among different Hispanic groups, 42% of Mexicans, 46% of Puerto Ricans, and 51% of Cubans had completed high school, while 63% of persons of Central and South American origin had achieved this educational level. (Census, 1985.)

More Hispanic youngsters drop out of school than others, and they also drop out earlier than others; 40% of Hispanic dropouts leave high school by the spring semester of their sophomore year. (La Raza, 1986.)

In 1984, Mexican (20.5%) and Puerto Rican (23.2%) teen mothers under age 20 were much less likely than Cubans (37.4%), blacks (36.0%) and whites (41.4%) to have completed high school. (Unpublished, National Center for Health Statistics [NCHS].)[1]

Enrollment below grade level is disproportionately high among Hispanic students. About one of every four Hispanics in grades one through four is already below grade level, as are 40% of Hispanic students in grades five through eight, 43% in grades nine through ten, and 35% in grades 11 through 12. (La Raza, 1986.)

In the 1985–86 school year, 4.2% of enrollees in higher education institutions were Hispanic. Most of those enrolled attended public institutions. (U.S. Department of Education, Center for Statistics, Digest of Education Statistics, 1985–86.)

Hispanics comprise only a small fraction of the teaching force: 2.6% of elementary school teachers and 1.7% of secondary school teachers, compared to 85% and 90% for whites and 12% for blacks, respectively. (La Raza, 1986.)

HISPANICS LACK ACCESS TO HEALTH CARE

Based on 1979–81 data, the Hispanic infant mortality rate (10.9 per 1000 live births) ranks close to the non-Hispanic white infant mortality rate (10.5/1000), but significantly lower than the non-Hispanic black rate (20.8/1000). The infant mortality rate for Mexicans was 11.3, and for Puerto Ricans, 11.4. (Unpublished, [NCHS].)[1]

In 1984, the percent of low birthweight infants among Mexicans (5.7%) and Cubans (5.9%) was lower than the non-Hispanic rate of 6.9%, and only slightly higher than the non-Hispanic white rate (5.5%). Among Hispanic groups, Puerto Ricans had the highest low birthweight rate (8.9%). (NCHS.)[1]

Infants born to Mexican mothers have particularly low levels of low birthweight. Mexican women are far less likely to have smoked during pregnancy than white non-Hispanic women, 10% compared with 27%, which may account for some of the differential. Other factors may include an emphasis on nutrition and mothers' country of birth. (Ventura and Taffel, 1985.)

The percentage of Hispanic women receiving late or no prenatal care increased from 1981 to 1984 for all ethnic groups except Cuban women. For Mexican women, the percentage receiving late or no prenatal care increased from 11.6% in 1981 to 13.0% in 1984, and for Puerto Rican women, from 15.8% to 16.3%. Among all ethnic groups, Puerto Rican women are the least likely to receive early prenatal care. (NCHS.)[1]

Puerto Rican and Mexican American teenagers were more likely to receive late or no prenatal care than other ethnic groups, or any age group. In 1984, 22.8% of Puerto Rican teenagers, and 18.8% of Mexican American teenagers, received late or no prenatal care. This compares to the rate among black teens of 14.8%, among white teens, 10.1%, and among Cuban teens, 8.2%. (NCHS.)[1]

One-fifth of the Hispanic families interviewed in a 1982 national survey had one or more significant problems in obtaining needed health services, including dissatisfaction with services, problems in obtaining health insurance, and problems in financing care for serious illness and emergencies. (Anderson, Giachello, Aday, 1986.)

In 1983, 30% of the Mexican American population was uninsured in 1983 compared with 9% for white non-Hispanics and 12% for the total U.S. population. In addition, approximately 20% of black non-Hispanics, Cuban Americans, and Puerto Ricans were uninsured. When family income was taken into account, Mexican Americans were still the least likely to have health insurance coverage. (Trevino, and Moss, 1983.)

Chairman MILLER. With that, I would like to recognize the ranking minority member, Congressman Dan Coats of Indiana.

Mr. COATS. Thank you, Mr. Chairman. I am pleased to be here this morning to learn about the problems facing Hispanic families. The Census Bureau reports that Hispanics are the fastest growing minority in the United States, and, in fact, comprise the second largest minority group in the United States today.

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[1] Unpublished data from the Natality Statistics Branch and Mortality Statistics Branch, Division of Vital Statistics, National Center for Health Statistics. Note: Birth figures are based on data for 22 States, (accounting for 90% of the Hispanic population in 1980), which reported Hispanic origin of the mother on the birth certificate. Infant mortality rates are for 15 States, accounting for about 45% of the Hispanic population in 1980.

As we learn about the problems—increasing child poverty, serious education dropout rates, drug abuse—I hope two major points will be remembered.

First, the term "Hispanic" actually refers to a very heterogeneous group of people whose origins are Mexican, Puerto Rican, Cuban, Central or South American, and other Spanish cultures. This group is culturally diverse, with different traditions, different roots, and different heritages. Thus, responses to challenges and changes by Hispanic families will not be uniform but will in part be determined by cultural and traditional differences, as well as individual initiative.

Second, while it is important to learn about and discuss the problems faced by Hispanics in our society, I hope we will also hear about some of the success stories of those from different Hispanic groups. We all recognize that there are some major educational, health and social concerns that are of particular concern to each of the Hispanic communities. At the same time, no one should forget the successes of different members of the Hispanic community in all walks of life. In my hometown of Fort Wayne, IN, we have a number of recognized leaders in our community who are of Hispanic heritage even though the Hispanic population is relatively small.

Many times we don't seem to spend enough time looking at why some have succeeded and what are the ingredients of success. Our failure, for example, to emphasize the vital importance of strong families has often resulted in well-intentioned programs that have undermined strong families—the most important building block for success.

I know there exist many success stories within the Hispanic community, and these can serve as role models not only to other Hispanic families, but to all families. I want to thank Chairman Miller and Congressman Martinez for scheduling this important hearing, and I am looking forward to hearing the testimony of the witnesses before us.

I would also ask that, as usual, the record be left open for 2 weeks for comments and additional remarks from other members of the committee.

Chairman Miller. Without objection.

[Opening statement of Congressman Dan Coats follows:]

Opening Statement of Hon. Dan Coats, a Representative in Congress From the State of Indiana, and Ranking Minority Member

Mr. Chairman, as the Ranking Member of the Select Committee on Children, Youth, and Families, I am pleased to be here this morning to learn about the problems facing Hispanic families. The Census Bureau reports that Hispanics are the fastest growing minority in the United States. In fact, Hispanics comprise the second largest minority group in the United States today.

As we learn about the problems—increasing child poverty, serious education dropout rates, drug abuse—I hope two major points will be remembered.

One, the term "Hispanic" actually refers to a very heterogeneous group of people whose origins are Mexican, Puerto Rican, Cuban, Central or South American, and other Spanish cultures. This group is culturally diverse, with different traditions, different roots, and different heritages. Thus, responses to challenges and changes by "Hispanic" families will not be uniform but will in part be determined by cultural and traditional differences, as well as individual initiative.

Secondly, I hope we will hear about some of the success stories of those from the different Hispanic groups. We all recognize that there are some major educational, health and social concerns that are of particular concern to each of the Hispanic communities. At the same time, no one should forget the successes of different members of the Hispanic community in all walks of life. In my hometown of Fort Wayne, Indiana we have a number of recognized leaders in our community who are of Hispanic heritage even though the Hispanic population is relatively small by Texas standards.

Many times we don't seem to spend enough time looking at why some have succeeded, and what are the ingredients of success. Our failure, for example, to emphasize the vital importance of strong families has often resulted in well-intentioned programs that have undermined strong families—the most important building block for success.

I want to thank Chairman Miller and Congressman Martinez for scheduling this important hearing and I'm looking forward to hearing your testimony. I would also ask that, as usual, the record be left open for two weeks.

FACT SHEET

HISPANICS IN THE UNITED STATES

Facts

Hispanics comprise the second largest ethnic minority group in the United States today. Yet the terms "Hispanic" and "Latino" actually refer to a very heterogeneous group whose origins are Mexican, Puerto Rican, Cuban, Central or South American, and other Spanish cultures. Hispanics are racially and ethnically diverse: they are white, black, Indian, or any combination of these.

U.S. Hispanic population in the 1980's

	1980 Census
Hispanics (million)	14.6
Mexicans (million)	8.7
Other Hispanics (million)	3.1
Puerto Ricans (million)	2.0
Cubans (thousand)	806,223

"The 1980 Census included the unknown number of Hispanics who are illegal immigrants and omitted the number of additional illegals (undetermined)." (Jennifer Williams, CRS Review, July/August 1986)

"In 1980 Hispanics accounted for 6.4% of the U.S. population; could grow to 8.9% by the year 2000." (Jennifer Williams, CRS Review, July/August 1986)

"There is a net annual immigration to the U.S. of 500,000 (growth by 2000 assumes 1 million annual)." (Jennifer Williams, CRS Review, July/August 1986)

"Census Bureau statistics show Hispanics are the fastest growing minority in the U.S., their number swelling by more than 61% from 9 million in 1971 to 14.6 million in 1980." (Richard Mackenzie, Hispanics in America, Washington Times, December 1985)

"By 1990, the national Hispanic population is expected to approach 30 million." (Richard Mackenzie, Hispanics in America, Washington Times, December 1985)

"The largest hispanic group in the U.S. is Mexican-Americans, 8.7 million or 60% of the total. Central and South America, Spain and Portugal—almost 3 million; Puerto Ricans—2 million; Cubans—800,000." (Richard Mackenzie, Hispanics in America, Washington Times, December 1985)

"The Hispanic population in the United States has been growing rapidly, registering a 61% increase between the 1970 Census and that in 1980. The population increase for non-Hispanics on the other hand, was only 9% over this time period." (Dennis M. Roth, Hispanics in the U.S. Labor Force, CRS Report, August 1984)

"While much of this population gain has resulted from high fertility and heavy immigration, improvements made in the 1980 collection procedures for the Census also contributed to the higher count. Thus, the actual increase in the Hispanic population is probably somewhat less than these figures indicate." (Dennis M. Roth, Hispanics in the U.S. Labor Force, CRS Report, August 1984)

Geographic distribution

"Over half of all Hispanics are in California and Texas (51.4%), they also contain ¾ of the Mexican population (73.3%)." (Jennifer Williams, CRS Review, July/August 1986)

"An additional tenth (9.6%) of Mexicans live in Arizona, New Mexico and Colorado." (Jennifer Williams, CRS Review, July/August 1986)

"Nearly half of Puerto Ricans (48.8%) are located in New York and another 12.1% live in New Jersey." (Jennifer Williams, CRS Review, July/August 1986)

"Cubans are heavily concentrated in Florida (58.2%), one-third are located in New Jersey, New York, California, Illinois, and Texas (32.3%)." (Jennifer Williams, CRS Review, July/August 1986)

"Hispanic families are most likely to live in metropolitan areas, 86% in 1982, compared with 65% for whites and 77% for blacks." (Alan Guttmacher Institute, Information on Fertility Patterns: Focus on Hispanic Adolescents, May 1984)

"Fifty percent of Hispanics reside in central cities, compared with 22% of whites." (Alan Guttmacher Institute, Information on Fertility Patterns: Focus on Hispanic Adolescents, May 1984)

Age structure

"Hispanics as an aggregate are younger than the U.S. population." (Jennifer Williams, CRS Review, July/August 1986)

"The median age for the U.S. population is 30.4 years, while for Hispanics it is 23.7 years. However, looking at one Hispanic subgroup, the Cubans, an exception is obvious. Their median age is 38.1 years, this exceeds that of any other Hispanic subgroup and that of the U.S. population." (Jennifer Williams, CRS Review, July/August 1986)

Fertility/marital status

1981 birth rate—live births per 1,000 persons

Non-Hispanics	15.2
Hispanics	24.1

1981 fertility rate—live births per 1000 women, 15 through 44 yrs old

Non-Hispanics	65.0
Hispanics	97.5

"Among Hispanic subgroups, Mexicans and Cubans were at opposite extremes of fertility. Mexicans with the highest birth and fertility rates (26.9 and 112.3 respectively), but the Cubans' birth rate of 10.9 and fertility rate 47.2 were lower than the rates for non-Hispanics." (Jennifer Williams, CRS Review, July/August 1986)

"Cubans were the only Hispanic subgroup with a lower proportion of births to unmarried women than the proportion for non-Hispanics in 1981." (Jennifer Williams, CRS Review, July/August 1986)

"Births to unmarried women: ⅕ non-Hispanic; ¼ Hispanic (roughly ½ of Puerto Rican births occured to unmarried women, while only 14.3% of Cubans were in this category)." (Jennifer Williams, CRS Review, July/August 1986)

"In 1980, the birth rate for Hispanic women aged 15–19 was 82.2, compared with a rate of 44.7 among all white adolescents." (Alan Guttmacher Institute, Information of Fertility Patterns: Focus on Hispanic Adolescents, May 1984)

"The average number children ever born per 1,000 ever-married women aged 15-19 was 730 for Hispanics, compared with 548 for whites." (AGI, Information of Fertility Patterns: Focus on Hispanic Adolescents, May 1984)

"43% of births to adolescents of Hispanic origin were out-of-wedlock. Puerto Ricans having the highest percentage at 67%." (AGI, May 1984)

"Our-of-wedlock births constitute high proportions of births to younger women of Hispanic origin: 43% to women under 20 yrs old; 37% to 18–19 yrs old; 51% to 15–17 yrs old; and 74% to those under 15." (AGI, May 1984)

"Hispanic adolescents are more likely than whites or blacks to be married. In 1982 five percent of Hispanic 15–17 yrs old were married and 20% of 18–19 yrs old." (AGI, May 1984)

Alcohol abuse

"Studies conducted in the Southwest indicate that alcohol is related to cause of death in Hispanics at a rate higher than their representation in the total population." (National Clearinghouse for Alcohol Information, Alcohol and Hispanic Americans, May 1985)

"The overall high incidence of nondrinkers is mostly accounted for by Hispanic females who exhibit especially low frequency patterns." (National Clearinghouse for Alcohol Information, Alcohol and Hispanic Americans, May 1985)

"Many studies revealed that among several Hispanic ethnic groups, societal mores not only condone but even encourage alcohol use by men." (NCAI, Alcohol and Hispanic Americans, May 1984)

"The stress of shifting from their native culture and home to that of the U.S. has apparently contributed to problem drinking and alcoholism for some Hispanics." (Yamamoto and Steinberg 1981 and Alcocer 1982)

Education

"Hispanics in general, and Hispanic subgroups, have less educational attainment than the U.S. population on average." (Jennifer Williams, CRS Review, July/August 1986)

Median school years completed—25 years and older

	Years
Non-Hispanic	12.5
Hispanic	11.0

High school graduates

	Percent
Non-Hispanic	69.7
Hispanic	45.9

College attendance at least 1 yr

	Percent
Non-Hispanic	32.1
Hispanic	18.7

HISPANIC SUBGROUPS

	School years completed	High school graduates
Mexicans	9.9	40.8
Puerto Ricans		42.2
Cubans/Other	12.3	58.0

"The educational attainment of younger Hispanic adults, aged 25 through 34 years, exceeds that of older adults. More than half of each Hispanic subgroup 25 through 34 years old are high school graduates. The range is from 52.8% for Mexicans to 73.6% for Cubans, Central or South Americans, and other Hispanics." (Jennifer Williams, CRS Review, July/August 1986)

"However, the gap in education, especially college education, between the U.S. and Hispanic population tends to widen at the younger ages. While 85.6% of the U.S. population aged 25 through 34 years have high school degrees, the comparable figure for Hispanics is 58.3%, and the proportion of the U.S. population with some college education is almost double the proportion of Hispanics who have attended college (49.9% versus 23.8%)." (Jennifer Williams, CRS Review, July/August 1986)

"In only one measure of educational attainment has the gap narrowed between the U.S. and Hispanic populations aged 25 through 34 years: the median number of school years completed by Hispanics, 12.2, approaches the U.S. median of 12.9." (Jennifer Williams, CRS Review, July/August 1986)

Dropout rate

"Dropout rates of students who were high school sophomores in 1980 shows 18% were of Hispanic origin. Since it is anticipated that blacks and Hispanics will represent increasingly larger proportion of the Nation's youth in the next century, it is possible that the overall dropout rate will grow as well. The projected increase of black and Hispanic students is particularly likely to raise the dropout rate if they remain economically and socially disadvantaged." (Congressional Research Service, High School Dropout Rates, 9/3/86)

"The National Hispanic drop-out rate is almost 50%. It varies among different groups classed as Hispanics: 80% among Puerto Ricans, 40% among Mexican-Americans and 20% among Cubans." (Washington Times, Hispanics in America, December 1985)

Bilingual education

"Federal bilingual education programs were established in 1968 by an amendment to the Elementary and Secondary Education Act of 1965 (Public Law 90-247). The amendment, called Title VII Bilingual Education Programs, is also known as the Bilingual Education Act (BEA)." (Washington Report, Society for Research in Child Development, Vol. I, #5, May 1986)

"The BEA was intended as a demonstration program designed to meet the educational needs of low-income children who spoke limited English. Upon application, grants could be awarded to local educational agencies, institutions or higher education, or regional research facilities to (1) develop and operate bilingual education programs, native history and culture programs, early childhood education programs, adult education programs, and programs to train bilingual aides; (2) make efforts to attract and retain as teachers individuals from non-English-speaking backgrounds; (3) establish cooperation between the home and the school." (Washington Report, May 1986)

"Appropriations grew from $85 million in FY 1975 to $161 million in FY 1979 and are currently $143 million for FY 1986." (Washington Report, May 1986)

"Two studies have been used repeatedly by policymakers to argue that language-minority students do better or at least as well without instruction in their native language: a study conducted by the American Institutes for Research in 1974 with a contract from the then U.S. Office of Education (Danoff, et al., 1977a, 1977b, 1978), and an extensive review of the literature on the effectiveness of bilingual education conducted by the U.S. Department of Education's Office of Planning, Budget, and Evaluation (Baker & de Kanter, 1981)." (Washington Report, May 1986)

Labor market

"Hispanic workers, compared with all U.S. workers, are statistically underrepresented at the upper end of the occupational scale and statistically overrepresented in lesser skilled occupations." (Dennis M. Roth, Hispanics in the U.S. Labor Force, CRS Report, August 1984)

"Hispanics are much less likely than all U.S. civilian workers to be at the upper end of the occupational scale and much more likely to be lesser skilled nontransport operatives (machine operators, including assemblers, dressmakers, garage workers, packers, sewing-machine operators, etc.)." (Jennifer Williams, CRS Review, July/August 1986)

"Professional and technical workers account for 17.2% of employed persons in the United States, almost double the proportion for Hispanic workers (8.8%)." (Jennifer Williams, CRS Review, July/August 1986)

"Nearly 12.0% of U.S. workers, but just 6.3% of employed Hispanics, are managers and administrators." (Jennifer Williams, CRS Review, July/August 1986)

"As a group, Hispanics participate in the labor market at a rate very similar to that of all workers. However, hidden in this aggregate rate are significant differences among various age-sex groups. Furthermore, since Hispanic ethnic groups entered the United States for different reasons, in different regions of the country, and during different time periods, they also demonstrate different patterns of labor force behavior." (Dennis M. Roth, Hispanics in the U.S. Labor Force, CRS Report, August 1984)

Unemployment

"From 1973 through 1983, Hispanics have accounted for a disproportionate share of U.S. unemployment. Typically, the Hispanic unemployment rate is about 40 to 50 percent greater than the overall rate. The black unemployment rate ranges 75 to 100 percent greater than the overall rate." (Dennis M. Roth, Hispanics in the U.S. Labor Force, CRS Report, August 1984)

"Federal training programs now fall under the Job Training Partnership Act (JTPA). Disadvantaged Hispanic adults and youth are eligible to participate in education, training, and employability development programs under title II-A of the Act. Disadvantaged Hispanic youth are also eligible for training programs under the Summer Youth Program (title II-B). Dislocated Hispanic workers could qualify for programs offered under title III of the Act. Title IV contains national programs including assistance to migrant and seasonal farmworkers, a large proportion of whom are Hispanic." (Dennis M. Roth, Hispanics in the U.S. Labor Force, CRS Report, August 1984)

Poverty

"As for being desperately poor, Mexican-Americans might well answer, compared to what? Compared to peasants in central Mexico, almost everyone in East Los Angeles is affluent indeed. But even by U.S. standards, people here aren't desperately poor. A drive through the area shows not empty storefronts, but busy shops with new signs; not housing riddled with vandalism and neglect, but houses newly painted and with carefully tended gardens. Americans are used to seeing their lowest income neighborhoods nearly abandoned, but East Los Angeles is thronged with people, and especially with children.

Housing prices tell an interesting story. According to the Census Bureau, housing prices in 1980 in mostly black Watts were about $42,000. But in East Los Angeles they were $53,000 and in the Los Angeles portion of the 25th, $65,000 (the same as prices in the comfortable suburbs of Philadelphia). You can't afford to buy or rent housing of that price, even if two families act together, on welfare payments or the minimum wage. What we are seeing in these areas are not people who are failures but people who are in the process of becoming successes." (Michael Barone and Grant Ujifusa of the Washington Post, The Almanac of American Politics 1986, summary of the 25th District in California.)

"Hispanic adolescents are two times more likely than whites to be in families with incomes below 100% poverty." (Alan Guttmacher Institute, Information of Fertility Patterns: Focus on Hispanic Adolescents, May 1984)

"A record 5.2 million Hispanic Americans lived in poverty last year as the median family income of the group fell $478, according to a study of Census Bureau data." (Center on Budget and Policy Priorities, 1986 Study)

"The analysis by the Center on Budget and Policy Priorities also found that 2 out of 5 Hispanic children, or 2.6 million, lived below the poverty line last year." (Center on Budget and Policy Priorities, 1986 Study)

"The median income of Hispanic families dropped $478 last year to $19,027, while it rose $803 to $16,786 among black families and increased $478 to $29,152 for white families." (Center on Budget and Policy Priorities, 1986 Study)

"The only reason that the overall Hispanic poverty rate is still lower than the black poverty rate is that the percentage of families that are headed by a female is lower for Hispancis than for blacks." (Center on Budget and Policy Priorities, 1986 Study)

"The center's study noted that while the black poverty rate has remained virtually unchanged since 1979—near the 31% mark—the Hispanic poverty rate has jumped more than 7 percentage points, from 21.8% in 1979 to 29% in 1985." (Center on Budget and Policy Priorities, 1986 Study)

"The incidence of poverty among Hispanic children in 1984 was 84% above that among all U.S. children." (Hispanic Children in Poverty, Burke, Gabe, Rimkunas and Griffith, CRS Report, September 1985)

HISPANIC CHILDREN

	Percent of all children	Poverty rate
Female-headed families	23	70.5
Male-headed families	77	27.3
All children	100	38.2

"Contributing to the high rates of poverty among Hispanic children are very low levels of high school completion by their parents, a relatively large number of children per family, an above-average share of children being raised by mother alone, and a relatively large proportion of children with young parents." (Hispanic Children in Poverty, CRS Report, September 1985)

"Incidence of poverty among Hispanic sub-groups varied widely. More than half the children of Puerto Rican origin were poor (52.%), but only 26.0% of the children of Cuban origin were poor. In between were Mexican-Americans, with a a rate of 37.0%, three percent below the Hispanic average." (Hispanic Children in Poverty, CRS Report, September 1985)

"In male-present families and for all mother-child families except those of widows, the incidence of poverty in 1983 was higher among Hispanic children than among non-Hispanic." (Hispanic Children in Poverty, CRS Report, September 1985)

"Highest poverty rates belong to children of never-married mothers, and within this group, to Hispanics." (Hispanic Children in Poverty, CRS Report, September 1985)

"An Hispanic child in a married-couple family whose father failed to complete high school is nine percent less likely than a similar non-Hispanic black child, but 50 percent more likely than such non-Hispanic white child, to be poor." (Hispanic Children in Poverty, CRS Report, September 1985)

ANNUAL HISPANIC FAMILY INCOME

[YSW Study 1981-84]

	1981	1984
$20,000 + (percent)	28	36
$10,000 to $19,999 (percent)	34	32
$10,000 – (percent)	38	32
Average income	$15,900	$17,800

Hispanic culture

"Hispanics are tied to their ethnic traditions and to the Spanish language, they regard themselves as a unique subculture—more Hispanic than American or with equal links to the U.S. and to their native lands." (A Study of the Hispanic Market by Yankelovich, Skelly and White, Inc., Spanish USA 1984, NY, NY)

"Hispanics continue to hold more traditional views about sex roles—but there are early signs of an increasing scope for women." (YSW Study)

"Having a working wife appears to be a violation of basic sex roles in the thinking of Hispanics." (YSW Study)

"They have a desire to perpetuate Hispanic traditions through succeeding generations." (YSW Study)

"The Spanish language is increasingly seen as the most important mechanism for preserving Hispanic culture and identity." (YSW Study)

"More than 8 out of 10 Hispanics identify Spanish as the key to maintaining and fostering their cultural identity." (YSW Study)

"From 1981 to 1984 there is no sign of increased commitment to mastery of English, at the possible expense of Spanish; the commitment to Spanish is stronger if anything." (YSW Study)

"Bilingualism is the predominant goals—about 3 out of 4 seeing mastery of both English and the Spanish as the ideal." (YSW Study)

"Fluency in Spanish supersedes fluency in English as a goal, 20 percent to 6 percent." (YSW Study)

"In 1984, compared with 1981, more Hispanics think of themselves as Hispanic first and Americans second (46 percent to 50 percent)." (YSW Study)

Chairman MILLER. At this time I would like to recognize my colleague from California, Estaban Torres, who is the new chairman of the Hispanic caucus.

Mr. TORRES. Thank you, Mr. Chairman, for yielding this time. I, too, want to echo Mr. Coats' congratulatory remarks about your convening these hearings along with Congressman Martinez. In my new capacity as chairman of the Hispanic caucus, I take a deep interest in the issue that you will discuss here this morning. I look forward to hearing the testimony. I appreciate being here, and I yield back the balance of my time.

Chairman MILLER. Congressman Weiss.

Mr. WEISS. Mr. Chairman, I do want to express my appreciation to you and to Mr. Martinez for convening this all important hearing, and I want to note with special pride that a number of the witnesses who are scheduled this morning are from New York. Indeed Ms. Marrero is from the school from which one of my sons graduated. I want to welcome all of the witnesses, but especially those from New York City.

Because of the schedule, as always, from time to time we have to go on to other things. I am chairing another subcommittee of mine later on today, so I won't be here for all of it, but I will be perusing very carefully the testimony that we will be hearing today.

Chairman MILLER. Mr. Hayes.

Mr. **Hayes**. Thank you, Mr. Chairman, but I have no statement to make. In the interest of time, I see the chairman of subcommittee, Congressman Martinez, has just arrived, and I yield whatever time I might have taken to him.

Chairman **Miller**. I would like to recognize Congressman Martinez, the chairman of the subcommittee from Education and Labor.

Mr. **Martinez**. Let me apologize, first, for being late. I got caught in a traffic jam this morning. I should know, as I have long been in Washington, 4½ years may not seem like a long time to some people, but it does to me, and I should know the traffic. But I didn't allow enough time, and I'm sorry.

This morning's joint hearing between the Employment Opportunities Subcommittee and the Select Committee on Children, Youth, and Families is called to focus on issues of concern to Hispanics, since we are now celebrating Hispanic Heritage Week in Washington, and want to pay particular attention to employment and health concerns.

I understand now why there isn't enough information about Hispanics. Probably it is because for so long people that collect information haven't regarded Hispanics as anything other than some other white person, because after all, we are Caucasians, and we look at ourselves as Hispanics simply because of national origin.

I think that mentality has to change because, even among our own people, there are many Hispanics who don't feel any different because they have exceptional talent and have succeeded by ignoring discrimination. They don't realize that there are many other Hispanics who we do need information about, that there is a group needing particular attention, and the people collecting data have to pay attention to their concerns.

As you know, this year's heritage theme is directed at our youth. "Herencia, el Derecho al Futuro," is what our motto was this year, and it means "Heritage, Legacy for the Future." This is a time for the Hispanic community, as well as the Nation as a whole, to pause and take pride in the rich cultural resources which make up this great country. It is a time for Hispanic Americans of the Nation to take note of the accomplishments of the Hispanic community while keeping ever vigilant about the continued needs of our children and families.

By far, the work of our community is not finished. It will require greater creativity and dedication to ensure that Hispanic children and families achieve the security and well-being promised by our proud participation in this country's future. We will celebrate today, but we must work even harder tomorrow.

As chairman of both the Employment Opportunities Committee and as a member of the Hispanic caucus, I am pleased to co-chair this meeting with Congressman George Miller, for there is no one who has been a greater voice for minorities. In Congress, Mr. Miller is energetic, vigilant, and dedicated to that proposition that all men were created equal. George has always been a champion of those causes that have helped Hispanics, so it is with a great deal of pleasure that I am serving as co-chair with him here today.

He has graciously allowed my subcommittee and Hispanic caucus to work with his staff to highlight important matters which are of concern to the Hispanic community. Chairman Miller, you have my appreciation. Thank you.

[Statement of Congressman Martinez follows:]

Opening Statement of Hon. Matthew Martinez, a Respresentative in Congress From the State of Califorina

This morning's joint hearing of the Employment Opportunties Subcommittee and the Select Committee on Children, Youth, and Family is called to focus on issues of concern to the Hispanic community. It is appropriate, during Hispanic Heritage Week, to focus on the status of children, youth and families, particularly with regard to employment and health concerns.

As you may know, this year's heritage theme is directed at our youth: "Herencia, El Derecho al Futuro," which means "Heritage, Legacy for the Future." This is a time for the Hispanic community, as well as the Nation as a whole, to pause and take pride in all the rich cultural resources which make up this great country. It is a time for Hispanic-Americans and the Nation to take note of the accomplishments of the Hispanic community while keeping ever vigilant about the continuing needs of our children and families. By far, the work of our community is not done and will require greater creativity and dedication to ensure that the Hispanic children and family achieve the security and well-being promised by our proud participation in this country's future. We will celebrate our Thanksgiving today, but we must work even harder tomorrow.

As chairman of both the Employment Opportunities Subcommittee and the Hispanic caucus, I am pleased to chair this hearing with the Honorable George Miller, chairman of the Select Committee on Children, Youth, and Families, of which I am also a member. Mr. Miller has so graciously allowed my subcommittee and the Hispanic caucus to work with his select committee to highlight these important matters of concern to the Hispanic community. Chairman Miller, you have my appreciation and it is my distinct pleasure to serve with you as chairman today.

Chairman **Miller**. Thank you.

With that, we will begin with our first panel of witnesses: Maria Motta and Windskey Santiago who are officers in the Youth Action Policy Committee, Youth Action Program from East Harlem, NY; Yvonne Marrero, ASPIRA Public Policy Leadership Program fellow, president of the Hispanic Club, Edward R. Murrow High School from Brooklyn, NY, who will be accompanied by Janice Petrovich, who is the assistant national executive director, ASPIRA, Washington, DC; and Siobhan Oppenheimer-Nicolau, who is the president of the Hispanic Policy Development Project of New York.

If those people would come forward and sit at the table up here where the microphones are. Welcome to the committee. We appreciate you very much taking your time to come in to testify and to help the members of this committee better understand the hopes and the aspirations and the needs and the desires of the Hispanic community. This committee is very relaxed, so please relax, and we are going to let you testify in the manner in which you are most comfortable. You can either read your prepared statement or you can summarize it. We will take your prepared statement, and it will be made part of the record of this hearing. So you proceed in the manner which you think you can be most helpful to us. Maria, we are going to begin with you.

STATEMENT OF MARIA MOTTA, OFFICER, YOUTH ACTION POLICY COMMITTEE, YOUTH ACTION PROGRAM, EAST HARLEM, NY

Ms. **Motta**. Good morning, Congressmen and women, plus staff. My name is Maria Motta, and I am 21 years old. I live in the East Bronx in New York. Life in the Bronx is not so bad because my community is racially mixed. But when I was really young, I was placed in a group home in East Harlem, and then taken out and placed in another group home in upstate New York in a small town called Rhinebeck because my mother had a nervous breakdown.

I did not know that I was Hispanic at the time. I thought I was white and so did the community. So we got along well. It was really great because I learned so many new things like skiing, fishing, hiking, sewing, caring for the animals in the forest, camping, as well as nursing skills.

School was good because I learned to read, write, and do math, plus I enjoyed my shop classes. I got along with my teachers because they cared. They knew that I wanted to become a nurse, so they gave me books to read about nursing. The teachers encouraged me to become the best at whatever I wanted to do.

At the age of 14, I was too old for this group home, and I had to move in with my grandmother in Brooklyn, NY. I lived there for 3 years, and these were the worst 3 years of my entire life. There I learned that I was Hispanic and finally saw real life. It was dirty, bums on the street, and it felt cold. I did not wish to face the fact that I was Hispanic. I hated myself and Hispanics and sometimes blacks, too.

My grandmother, mother, and uncle all used to abuse me. I would have black and blue marks for weeks on my body, and I would have to go to gym and put on shorts, and it was mandatory. I felt teachers knew what was going on and just maybe if I was white, the teachers would have helped me in some kind of way. At the time, I was about 16 years old, with no future, no kind of hope, no friends, no family, and no one that I could share my problems or dreams with. This world was very empty for me.

What is my point? I have lived in both worlds, and they were totally different. When people think you are white and have money and you live in a white community, you are cared for, understood and your family does not have the same problems as poor Hispanics do. Is this fair? I say, no. What are we going to do about this? It starts with treating all people as equal, and standing as one, and it has to start with the schools.

I am from the Youth Action Program in East Harlem, a Program where young people make policy decisions and become involved in community improvement projects. At Youth Action, I am a trainee in the Youth Action Construction Training Program which provides literacy and onsite construction training for young adults aged 17 to 22 who have dropped out of high school. This program allows me to rebuild the community and provide low-income housing for homeless young adults, as well as making me proud of being an Hispanic.

The care I have received from the Youth Action staff has made all the difference in the world to me. I would like to invite you to visit us at Youth Action, to come and share in our reality. Thank you for listening.

Mr. MARTINEZ [presiding]. Thank you, Maria. Maria, there is going to be some dialog between us, but we are going to take all of the testimony first, before we come back to you. But there is something in your statement that I do really want to get back to.

[Prepared statement of Maria Motta follows:]

PREPARED STATEMENT OF MARIA MOTTA, EAST BRONX, NEW YORK CITY

Good Morning Congressmen and women, and staff: My name is Maria Motta and I am 21 years old. I live in the East Bronx in NYC. Life in the Bronx is not so bad because my community is racially mixed; but when I was really young, I was placed in a group home in East Harlem, and then taken out and placed in another group home in upstate New York in a small town called Rhinebeck, because my mother had a nervous breakdown.

I did not know that I was Hispanic at the time; I thought I was white, and so did the community, so we got along well. It was really great because I learned so many new things like skiing, fishing, hiking, sewing, caring for the animals in the forest, camping, as well as nursing skills.

School was good because I learned to read, write and do math, plus I enjoyed my shop class. I got along with my teachers because they cared. They knew that I wanted to become a nurse, and gave me books to read about nursing. The teachers encouraged me to become the best at whatever I wanted to do.

At the age of 14, I was too old for this group home, and I had to move in with my grandmother in Brooklyn, NY. I lived there for three years, and these were the worst three years of my entire life. Here, I learned that I was Hispanic and finally saw real life. It was dirty, bums on the streets, and I felt cold. I did not wish to face the fact that I was Hispanic. I hated myself and Hispanics, and sometimes Blacks, too.

My grandmother, mother, and uncle all used to abuse me. I would have black and blue marks for weeks on my body, and I would have to go to gym in school and put on shorts. I felt teachers knew what was going on, and just maybe if I were white, the teachers would have helped me in some kind of way.

At this time, I was about 16 years old with no future and no kind of hope. I had no friends, no family, and no one that I could share my problems or dreams with. This world was very empty for me.

What is my point? I have lived in both worlds, and they were totally different. When people think you are white, have money, and you live in a white community, you are cared for, understood, and your family does not have the same problems as poor Hispanics do. Is this fair? I say No! What are we going to do about this? It starts with treating all people as equals, and standing as one. It has to start in the schools.

I am from the Youth Action Program in East Harlem, a program where young people make policy decisions and become involved in community improvement projects. At Youth Action, I am a trainee in the Youth Action Construction Training Program which provides literacy and on-site construction training for young adults aged 17 to 22, who are high school drop-outs. This program allows me to rebuild the community and provide low-income housing for homeless young adults, as well as making me proud of being an Hispanic.

The caring I receive from the Youth Action staff has made all the difference in the world to me. I would like to invite you to visit us at Youth Action, to come and share in our reality.

Thank you very much for listening.

Mr. **MARTINEZ**. At this time we will hear from Windskey Santiago.

STATEMENT OF WINDSKEY SANTIAGO, OFFICER, YOUTH ACTION POLICY COMMITTEE, YOUTH ACTION PROGRAM, EAST HARLEM, NY

Ms. **SANTIAGO**. Good morning ladies and gentlemen. My name is Windskey Santiago, and I am senior in a New York City public high school. I live in El Barrio, East Harlem, NY. I would like to tell you a little bit about East Harlem.

First of all, the major problems of East Harlem are the drugs, the lack of affordable housing, teenage pregnancy, and school dropouts. Even so, I'm very proud of East Harlem, and I will always try to make it a much better community. Sometimes when I walk down the streets I see people selling crack. The first thing I do is try to avoid them and cross the street. Usually I just see people hanging out in the streets.

I've been able to avoid the drug scene, maintain interest in school, obtain education about sex, and live in one of the best buildings in East Harlem, built with Federal subsidy. My family has always taught me right from wrong. They taught me that drugs are a waste of time and can kill me. They taught me about contraception and responsibility, and always told me to go to school and make something of my life. I thank them for all they've done for me. I have been very fortunate to have them as parents.

A friend of mine has not been so lucky. It's very difficult for her to talk to her parents about personal things because her parents are very strict. I try as much as I can to help her out with anything I can. I feel very sad that other young people are not as fortunate.

Youth Action Program, also located in East Harlem, is a youth development community organization, and it has helped me in many ways. Most of all it has kept me away from the crime in the streets and given me a part-time job. Since becoming active with Youth Action, I have learned leadership skills and become more aware of and involved with my community.

I have also been fortunate enough to be a part of the "I Have a Dream" project, which is sponsored by Eugene Lang, a New York City philanthropist and businessman, and coordinated by Youth Action. The main focus of this project is to keep students in school and on to college. This program has provided me with the tools to become an academic achiever. However, due to my strong family ties and my parents' caring and guidance, I probably would have been on this positive course anyway.

Both my parents feel very strongly about education for their children, especially since being Hispanic means we must try harder to succeed. Thank you.

[Prepared statement of Windskey Santiago follows:]

PREPARED STATEMENT OF WINDSKEY SANTIAGO, SENIOR, NEW YORK CITY

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Mr. **Martinez**. Yvonne Marrero.

STATEMENT OF YVONNE MARRERO, ASPIRA PUBLIC POLICY LEADERSHIP PROGRAM FELLOW, PRESIDENT, HISPANIC CLUB, EDWARD R. MURROW HIGH SCHOOL, BROOKLYN, NY, ACCOMPANIED BY JANICE PETROVICH, ASSISTANT NATIONAL EXECUTIVE DIRECTOR, ASPIRA, WASHINGTON, DC

Ms. **Marrero**. Good morning, honorable members of the Select Committee on Children, Youth, and Families, Chairman Miller. My name is Yvonne Marrero. I am a resident of Brooklyn, NY. I am testifying before you as a senior year student attending Edward R. Murrow High School in Brooklyn, NY. It is an honor for me to have this opportunity to share my personal experience and views on youth today. I wish to take this opportunity to commend each of you for the foresight and concern you have demonstrated by holding this hearing.

Some problems I see facing youth today are school pressure, peer pressure, and family pressure. These sometimes cause youth to think of society in a negative way and therefore move against it. Unfortunately, in some cases, youth might experience these pressures with a critical outcome leading to drug abuse, teenage pregnancy, alcohol abuse, and dropping out of high school.

As a Puerto Rican who was born in New York but raised in Puerto Rico during my early years, I can say that to deal with school has not been so easy. At the age of 11, my parents moved back to New York. Fortunately, I was placed into a bilingual program which followed the regulation as stated in the act and it worked.

I took the main subjects in my native language and a period of the day was dedicated to English as a second language. As time went on more English was introduced to the curriculum and as a result, I was on grade level with the other students by eighth grade. By the time I graduated from eighth grade I achieved the honor of being named valedictorian. Today, thanks to bilingual education, I am fluent in both languages. As a senior high school student, I have a 92 average and rank 40th out of 759 students.

Unfortunately, there are many students like me with the same or even more potential who will not graduate from high school or make it to college.

The dropout rate for Hispanic high school students in the New York public school system is estimated at 80 percent. I feel this rate is due in part to the fact that the educational system is not being administered in the right way, by the right people, with the right intentions. As a result, many of the students who should be enrolled in bilingual education are not, and are sometimes misplaced in special education courses due to the language problems.

Given the condition of Hispanic education today, we can ill afford to allow this pattern to continue. Limited English proficient youth need educational opportunities. Educational policy needs to be targeted and tailored to better meet the educational needs of today's Hispanic youth. I urge you to focus your attention on creating better educational alternatives for youth today.

Organizations that work with youth can make a difference in addressing problems which youth face. I personally have benefited from a youth oriented program. I participated in ASPIRA of New York's programs. This makes me an Aspirante. An Aspirante is someone who has gone through the ASPIRA process and has learned to value himself or herself as a person.

The ideals of ASPIRA are rooted in the premise that Hispanics possess the collective potential to develop the community's human and material resources to equitably share in the benefits and responsibilities of the larger society. In promoting these ideals, ASPIRA is committed to developing and nurturing the leadership, intellectual and cultural potential of Hispanic youth so that they may dedicate their skills to improving conditions in their community.

Through the many different programs and services that ASPIRA offers we expand our knowledge and grow as individuals by testing ourselves and learning the value of our community. Through ASPIRA, I become more aware of where I am today and where I am heading. As a result of ASPIRA's Health Careers Program, I became more aware of medical and health professional careers. I am now seriously considering medicine as a career.

ASPIRA has been offering services to Hispanic youth for 25 years. Besides the ASPIRA office in New York, ASPIRA has offices in New Jersey, Pennsylvania, Chicago, Florida, Puerto Rico, and its national office in Washington, DC. It is up to elected officials to assure that funding is given to programs such as ASPIRA that have made a positive impact on youth. Decisions made today will affect the outcome of tomorrow's future.

Moral values are important today for youth in order to make independent decisions. This must be reinforced in school, community, and in the home. Although neither my mother nor father graduated from high school, they instilled in my four brothers and sisters and me the value of education and self-respect. Currently I live in a single-parent household. Although we sometimes have economic problems, we are a united family that has mutual concern for each other.In conclusion, I would like to say that my achievements have been due to the discipline and values which my family has given me. I strongly feel that the institution of the family must also be the focus of our national policy.

Mr. Chairman and members, I thank you for the opportunity to testify before you. I appreciate your interest in youth and I leave you with the challenge to ensure a better tomorrow for our youth. I shall be glad to answer any questions you may have.

Mr. **Martinez**. Ms. Petrovich, do you have any testimony? No. Thank you.

[Prepared statement of Yvonne Marrero follows:]

PREPARED STATEMENT OF YVONNE MARRERO, ASPIRA PUBLIC POLICY LEADERSHIP FELLOW

Good morning, honorable members of the Select Committee on Children, Youth and Families; Chairman Miller. My name is Yvonne Marrero. I am a resident of Brooklyn, New York. I am testifying before you as a senior year student attending Edward R. Murrow high school in Brooklyn, New York. It is an honor for me to have this opportunity to share my personal experience and views on youth today. I wish to take this opportunity to commend each of you for the foresight and concern you have demonstrated by holding this hearing.

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Mr. **Martinez**. We will next hear from Siobhan Oppenheimer-Nicolau.

STATEMENT OF SIOBHAN OPPENHEIMER-NICOLAU, PRESIDENT, HISPANIC POLICY DEVELOPMENT PROJECT, NEW YORK

Ms. **Oppenheimer-Nicolau**. Mr. Martinez, Mr. Miller, members of the committee, staff of the committee, my name is Siobhan Oppenheimer-Nicolau. I am the president of the Hispanic Policy Development Project. That is a very awkward title, obviously given to an organization by a committee and so we call ourselves HPDP. HPDP is a private, nonprofit organization. We are funded by corporations and by foundations, and we are devoted to issues of education and youth employment as they relate to the Hispanic communities in the United States.

I want to talk to you today about a project in progress, which is an analysis of the 1980 cohort of the high school and beyond survey. The high school and beyond survey is conducted by the National Center for Educational Statistics, which is to say it is your data base.

It is a longitudinal study which tracks the progress of young people through high school very richly, and then it interviews young people every 2 years thereafter. So we are able to correlate the educational experience of young people with what happens to them when they go out into what we like to call the real world. I will just stop here for a moment and say, this is an extraordinary resource. This is not data that we can get out of the census, and it is very important that the Federal Government continue to collect data in this manner.

HPDP is producing a research bulletin so we can share with others what we are finding. High school and beyond is an rich data base and the experiences of young people are very complex. Therefore, we are going to be producing a research bulletin on a quarterly basis looking at different aspects of what happens to these young people.

The first research bulletin, which we have put into the record and is available here today for those who may wish to look at it, deals with the big picture, and that is the 1980 sophomores—where are they now? And we have looked at it in terms of blacks, whites, and Hispanics so we can make the comparisons. We have broken out the cohort by graduates, at-risk graduates, and nongraduates. Now, graduates and nongraduates, I think, are quite clear.

At-risk graduates means young people who have a diploma, but who graduated with grades of mostly C's or less. These young people are given exit tests and we are finding that students with those kinds of grades essentially have inadequate skills to enter dignified, productive sectors of the job market. Nongraduates and at-risk graduates together represent a growing body of young people with inadequate skills.

Our major finding is that within the 1980 sophomore cohort, one-half of the blacks, one-half of the Hispanics, and one-third of the whites have inadequate skills. Now, I would like to stop for a moment and turn the percentages into numbers for you. 1 million whites, a quarter of 1 million blacks, and a quarter of 1 million

Hispanics have inadequate skills. I point this out only because there is a tendency on the part of the general public to believe that problems of dropping out, and problems of inability to get jobs and welfare dependency are minority problems. I just want to make clear that they are a national problems. They affect everybody.

If we were to apply the percentages to the national 21- to 25-year-old population, we would find that there are about 5.6 young whites who have inadequate skills, 1.4 blacks, and 803,000 Hispanics.

Our second major finding is that whether a young person is white, black or Hispanic, poor high school performance clearly correlates with joblessness, teenage parenthood, welfare dependence and trouble with the law.

The research bulletin goes into detail and provides a great deal of information about these young people and what they are doing. I do not want to talk a lot of numbers at you. I'm trying to explain demography without numbers, if that is possible. But what I want to do is hit the highlights and show you the trend; the trend clearly is that the problems of joblessness, unemployment, welfare dependence, and trouble with the law increase in severity as you move from graduates, at-risk graduates, to the nongraduates.

I want to describe the trends very quickly, and then I want to consider what the data mean. In employment, 8 percent of the graduates were unemployed. Double that, 17 percent of the at-risk graduates, were unemployed, and fully a quarter of the nongraduates, 2 years after they were out of school or should have graduated, were unemployed.

In the future we will analyze employment patterns, because clearly what you are doing influences what your future will be. If you are on a career ladder in the bank, that means one thing, and if you are wrapping meat in a supermarket, that means something else.

As we look at teenage parenthood we find that 2 years after students had graduated or should have graduated, 10 percent of the graduated girls had babies; 21 percent of the at-risk graduates were parents already, but a staggering 58 percent of the nongraduates were parents and had at least one child 2 years after they should have graduated. Parenthood correlates very directly with welfare. We find 2 percent of the graduate girls on welfare, but we see 18 percent of the nongraduate girls already on welfare. That very interestingly correlates with 19 percent of the nongraduate girls who are unwed mothers.

The question of trouble with the law is a rather difficult one, because survey participants self-report, and there is a tendency, as we would all understand, not to necessarily admit that you have had serious trouble with the law. But the progression is evident even when self-reported. Three percent of the graduates report serious trouble with the law; 7 percent of the at-risk graduates; and 12 percent of the nongraduates self-report that they have had trouble with the law.

There are some other interesting findings. For example, Hispanics are most likely to be married of all the groups. They are the group that is most working for pay, and they are the group that is taking academic courses least. So we see an emerging picture which we plan to examine much more closely, of stability, but limited upward mobility.

We also find that across the board, only 1 percent of young people are served by JTPA programs, and we are not sure that that 1 percent is reliable. It may even be less. We also often find that the military is not an opportunity for dropouts. It is often said that those individuals who don't have skills and don't have jobs ought to go into the Army, to learn discipline and a trade. However the military is not an option. We find that 90 percent of the 1985 recruits were high school graduates. The military is no longer a place for the dropout. Our high-technology Army does not have the money or the means to retrain young people.

In terms of policy, I want, to address what I think these data mean. In relation to education they clearly mean that we must continue to make every effort possible to keep young people in school, but more than that, I think the education establishment has got to look at that whole question of the C.

It is perfectly clear that young people can pass in school, but the C passing grade may actually mean a failing grade in life. The educational establishment has got to look at that. It speaks to our raising standards, but obviously, as we raise standards, we must at the same time make sure that we are not pushing young people out of school. We must make sure that all students achieve.

In the area of employment, it is perfectly clear that we no longer have jobs for simply strong backs and/or nimble fingers. We have to consider seriously the need to raise more of our youth to the levels the job market requires. We must consider day care. We have growing numbers of young mothers who will not become productive, independent individuals unless there is some place for their children to go while they are being trained or on the job.

We know that young mothers are the most successful participants in programs such as Supported Work, but they cannot take advantage of those kind of training opportunities unless there is child care.

JTPA has obviously been a very successful program. It has been well managed, and it has had a very exemplary placement rate, but I think it is very important that you understand that this program, which is the only major job training program in the Nation, is not serving the growing army of young people who must be retrained.

I also think it is important that we realize that there are few public funds available to support programs for the noncollege bound. Programs exist for the college bound. They do not exist for the noncollege bound. Our Nation must consider a comprehensive program to develop human resources across the board. In the past, resources for the noncollege bound have been largely dedicated to poverty programs. I am not opposed to those programs. I believe we must have programs of compassion, but they must go hand in hand with programs that prepare people for productive lives. We have not developed such initiatives. We have always assumed that the noncollege bound would simply enter the job market without assistance.

Programs to assist the noncollege bound will entail public/private cooperation, close coordination of the educational establishment with the job training establishment. Our country, our corporate business sector, our communities, and our taxpayers cannot continue to bear the burden of remedial education, incarceration, sustaining people on welfare year after year, and dealing with the problems of crime and drug abuse that go along with poverty. The cost is much greater than the cost of educating every child in America.

When 50 percent of our young people are out in the world with inadequate skills it is a tragedy for Hispanics. It is a tragedy for the black community as well. Fifty percent of black and Hispanics young people may withdraw from society because it is impractical for them, given their lack of skills, to harbor a vision of a better life or to dare to dream. Their loss is the Nation's loss. Thank you.

[Prepared statement of Siobhan Oppenheimer-Nicolau follows:]

PREPARED STATEMENT OF SIOBHAN OPPENHEIMER-NICOLAU, PRESIDENT, HISPANIC POLICY DEVELOPMENT PROJECT

Mr. Miller, Mr. Martinez, members of both committees, my name is Siobhan Oppenheimer-Nicolau. I am the President of the Hispanic Policy Development Project (HPDP). HPDP is a private, non-profit organization devoted to the development of policy in education, youth employment, and related activities.

My testimony is based on an analysis by HPDP of data taken from High School and Beyond, an on-going survey of what happens to the nation's young people during and after their high school years.

Our major finding is that by 1984 over half the 1980 Hispanic and Black sophomores either had not graduated or had graduated at-risk with grades of mostly C or lower. Whites comprise the numerically largest group in these categories. Furthermore, whether a young person is White, Black, or Hispanic, poor high school performance clearly correlates with joblessness, teenage parenthood, welfare dependence, and trouble with the law.

The High School and Beyond survey is conducted by the U.S. Center for Education Statistics, and tracks the progress of 1980 high school sophomores and seniors, questioning members of the original national sample every two years. HPDP is the first organization to make a comprehensive analysis of the survey's Hispanic participants, and will report its findings in a new quarterly publication, The Research Bulletin. The initial Fall 1986 issue addresses the question "1980 High School Sophomores: Whites, Blacks and Hispanics -- Where Are They Now?" I have attached a copy of the bulletin for the record.

The incidence of problems that lead to poverty and limited adult opportunity rises sharply as you move down from the category of high school graduates with a C+ average or higher, to at-risk graduates, to non-graduates. Considering the large proportions of students who drop out, the trend has alarming consequences--not only for the students who do poorly, but for the corporations, communities and taxpayers burdened with the costs of remedial education and training, keeping individuals in jail, and sustaining families on welfare unto the third and fourth generations.

Our statistics chart the correlation in several areas between scholastic success and life circumstances in the post high school years. In employment, for example, 8 percent of the graduates were looking for work in 1984 while the figure for at-risk graduates was over twice that (17 percent). Fully a quarter of the non-graduates were seeking employment. Similarly, while 10 percent of 1980's female sophomores in the graduate category had become mothers by 1984, the rate was double for at-risk graduates (21 percent), and nearly six times as much -- a substantial 58 percent -- for non-graduates.

The progression can also be seen in the rates of survey participants who acknowledged serious trouble with the law (3 percent of the graduates; 7 percent of the at-risk graduates; 12

percent of the non-graduates) and in the statistics regarding welfare dependence.

In 1983, 2 percent of the females who had graduated were on welfare but 18 percent of the non-graduates were on welfare -- 9 times as many as their graduate counterparts. The welfare figure corresponds closely to the percentage of unwed mothers in the non-graduate group (19 percent). It is interesting to note that, contrary to popular assumptions, the percentages of White and Hispanic non-graduates who had become mothers were greater than the percentage for similarly situated Blacks.

Hispanics were more likely to be married, and were working for pay more than Blacks or Whites. Additionally, they were least likely to be taking academic courses. Blacks, in all categories, had the greatest difficulty finding and keeping jobs. However, the problems often addressed by various public and private agencies, such as unemployment, early parenthood, and welfare dependency, significantly affected all three groups, Blacks, Hispanics, and Whites. When looking at absolute numbers rather than percentages, more Whites have these problems than do Blacks or Hispanics. Our basic finding -- that a grim future awaits high school dropouts -- holds true, then, regardless of race or ethnic background. The implications of this finding dictate that keeping students in school must be made a top priority for everyone.

The conclusions we draw from these data for public policy are in three broad categories. The first is education: we call on policymakers, parents, teachers and principals to complement the need to improve the quality of education with efforts to keep students in school.

In the second area, employment, we note that a shrinking manufacturing base and the growing dominance of service industries have cut the economy's capacity to absorb non-graduates, or graduates with low skills, into the workforce. Half of today's jobs require the skills of the college educated, and we urge high schools to aim at educating two-thirds of their students to this level.

Our society also needs to address the special employment problems of young women with children, especially the non-graduates and at-risk graduates, as well as the need to provide day-care services to allow these women to train for jobs and become self-sufficient.

Finally, what are the budget implications of HPDP's analysis? There is a dearth of government funds for the jobs training of youth who do not go to college -- while state appropriations for college students averaged $4,522 in 1984-85, independent of publicly subsidized loans and grants. Rather than seeking to fight poverty in a piecemeal fashion, we need to establish an institutionalized, comprehensive approach to developing human resources at the sub-college level. The price society is currently paying is greater than the costs of properly educating each and every child in the United States.

Mr. **Martinez**. Thank you. I must commend you for that testimony.

Somebody said that they couldn't hear me. Can you hear me in the back?

Ms. **Oppenheimer-Nicolau**. No; I don't think your microphone is on.

Mr. **Martinez**. The light doesn't work. Is it on now?

In your written testimony, you hit it right on the head. The great debate here is about the things you said in your testimony.

The price society is currently paying for illiteracy is greater than the cost of properly educating each and every child in the United States. Some time ago I read a piece that mentioned a prediction Confucius made 500 years before the birth of Christ about a great society that would prevail one day. All the people would be a part of that society, and one of the things he outlined in the whole gambit of things was that every child would have a full and meaningful education.

We are still debating that here in Washington. We are wondering if we are really supplying that education, are we doing it adequately, and where do we fall down. If you realize the number of illiterates there are in this country, it is a staggering figure. But even more staggering than that is what one lady mentioned about her own background and history with bilingual education 48 percent, almost half, are people for whom English was their second language. This means that the schools, even with a bilingual education program and the kinds of moneys that are afforded it every year in appropriations, aren't really servicing more than a very small percentage of the people that need that education.

Not everybody in Hispanic communities is receiving bilingual education. Not enough money is provided to supply it for everyone that needs it. So we have young people falling back in school and dropping out, and contributing to those societal problems you mentioned. The statistics that you talk about, that data base that you collected, was it done on a regional basis? Was this nationwide? What was its base?

Ms. **Oppenheimer-Nicolau**. The data is collected nationally, but it can be broken down regionally.

Mr. **Martinez**. It can be?

Ms. **Oppenheimer-Nicolau**. Yes.

Mr. **Martinez**. Do you know if the Department of Labor has that information?

Ms. **Oppenheimer-Nicolau**. The Department of Labor has their own data base which is the national longitudinal survey. But this data base is available to everybody in the Government and outside of the Government.

Mr. **Martinez**. I am just wondering—you know, something being available and something being used are two different things. What I am wondering is if the data base that the Department of Labor has collected is different from yours.

Ms. **Oppenheimer-Nicolau**. Well, this isn't ours. You see, it is yours. This is the National Center for Educational Statistics. We are simply analyzing the data that the Government collects.

Mr. **Martinez**. Well, then, is the analysis different?

Ms. **Oppenheimer-Nicolau**. Is the analysis different? Actually what turns up, although theirs is a somewhat different data base, what they find correlates very much with what we are finding in high school and beyond. One of the things that is very rewarding to the people who are doing the data collecting is that the findings correlate so perfectly. It is clear that the samples are representative.

Mr. **Martinez**. Mr. Hayes has left, and I want to explain that some of the members have a very busy schedule and have left, but all of the information and testimony that is going in the record will be reviewed by them and their staffs, so this is very pertinent to what we are trying to do.

Mr. Hayes wanted to ask you a question, but I will ask it for him in his absence, and we will make sure he gets the answer. Why is the dropout rate for Hispanic teenagers or black teenagers so much higher, and, in general, why are teenage dropout rates so high?

Ms. **Oppenheimer-Nicolau**. I would need a whole hearing, sir, I think to explain that. That is a very complicated question of why we have such high dropout rates among blacks and Hispanics. Part of it has to do with their early education. Part of it has to do with dropping behind because of language problems. Part of it has to do with the atmosphere in the home; not that parents don't love their children and don't care, because they usually do, but lots of parents themselves do not have high educational levels. This doesn't mean they are dumb, it just means they are not educated, and they are not able to help their children as much as other parents are.

A lot of times it is because there isn't parent involvement in the schools. Schools don't reach out to the parents. Education is a partnership. It is a partnership between schools and families and communities, and you have to build that circle of accountability, and very often it isn't built. It isn't built very often with Hispanic young people because the schools can't communicate with the families. They assume that the families have nothing to offer because they don't speak English.

We also have the other side of it; that Hispanic parents come from a culture in which participation in the schools is not encouraged. In fact, it is often discouraged. Therefore, they don't think it is their role; it would be improper. There is a need to bring together schools and families and communities. We have to create that accountability. We have to deal with those kinds of problems.

Mr. **Martinez**. Let me qualify something you said. The biggest single reason why Hispanic parents don't get involved is cultural, but I don't think it is clearly understood. One is, we have to be invited. We are not going to push ourselves where we are not wanted, because we don't like to be rejected and we don't like to be made to feel like second-class citizens. People tell us, "Go back where you came from * * *" I've heard that since I was a little kid. I even hear it now, the ignorance of that statement—"Go back where you belong."

We belong here. We are part of this country. Our Hispanic ancestors were here 300 years before anybody else, and the first community in the United States, in Florida, was founded by a Spaniard, St. Augustine, 42 years before the first Jamestown English settlement. So we belong here. We are where we belong, but we have never been really that involved in decisionmaking or in the process of how we could better be served.

Yet, they have taken our service. In World War II more Hispanics won Congressional Medals of Honor than any other ethnic group. How much blood do you have to spill before you prove that you are a part of something? We are an integral part of this country, and we are here to stay. But you see, there is another thing in the Hispanic communities. There are those parents that are so busy trying to make a living that they really can't take the interest in the kids' education. They hope somehow through the grace of God they will get an education, and they will end up better than they are, and they may be at a loss to know how to get involved.

They have to be invited. They have to be encouraged. Too many times I have seen the element that comes from control of the PTA's that would rather they weren't involved. They worry about the difficulty of having to communicate with Hispanics and they assume they don't know how to read, and write, and speak English.

Ms. **Oppenheimer-Nicolau**. No question about it. We, as a matter of fact, are about to embark upon a program that is geared precisely to that, which is increasing the involvement and the kinds of involvement of Hispanic parents and making schools more flexible about how they deal with parents. You are absolutely right. This is vitally important.

Mr. **Martinez**. I think there is one other thing that people have to understand about Hispanics. Even when you look at my temper—and I think I got that from my Irish grandfather—Hispanics are not aggressive. Individual Hispanics may be aggressive, but they are not aggressive as a whole. We are getting more aggressive, though, because it seems that waiting in line to get what's ours isn't going to work. We are going to become more aggressive, and that is not a threat. That is a promise.

The young people being educated today are beginning to develop that aggressive attitude, and not only just today, but in the recent past, too. We have people who have really come to the front in corporations and have become corporation owners, which is more important. There were 16 Hispanic businesses in the United States last year who did over 100 million dollars' worth of business, so that is really going. So we have people, we just need to see more role models. We need to get more people thinking that way and saying, "you have a right to stand up and ask for what's yours."

Ms. **Oppenheimer-Nicolau**. I think also political participation is very important. While we don't have numbers, we have concentration, and we can make a difference politically if we vote, and so I believe that one of the most important trends is the increase in the Hispanic vote.

Mr. **Martinez**. You are absolutely right. One of things we have to do on a national scale is become more united. I am going to go to Maria now, because she said something that I did in the opening statement. So many Hispanics understand that they are white, but so many don't, and it is an ignorance on the part of this country and our past that they used to put on birth certificates—race: Mexican.

Mexican is not a race. It is a nationality. They used to put that on the birth certificates. Well, now we have become more enlightened, and now what they put on the birth certificate is white. We are white. There is no doubt about that. There is no brown race, but that is a confusion that exists in young people's minds, and even in a lot of our elder people. I keep saying young people because today here we are concerned more about the young people, and how to provide a better future for them than we had ourselves. We look to making sure that the pitfalls of the past aren't the pitfalls of the present so we can help them develop one aggressive nature they need to succeed.

But, you know, it is interesting what you said about all this because, yes—there are many, many people that feel the same way. For years I did. For years, when I used to hear the first line of the Gettysburg Address—"And our forefathers brought forth upon this continent * * *" I used to think they were not my forefathers because they were all from English colonies. Where do my forefathers fit in, you know? My immediate forefathers worked and suffered and fought for things.

My dad got cracked in the head a dozen times because he fought to organize a coal miners union in Colorado. He has always been a strong union advocate in order to help provide people with more force for themselves. In recent years I've started to read more and learn more about Hispanic heritage and culture, and that's why it is so important to know about that, to have pride in yourself and understand that you are where you belong. When you come to realize that, you start to develop a different attitude. I did.

But let me ask you and I think I want each of you to respond to this question because it is so important that we have a complete and full understanding of your sentiment what advice would you give to the Federal Government today on programs that are important to the kids and your families? Like you said, your family is important, but often a lot of kids aren't fortunate. They don't have a tight family unit that can make a difference. So what we need to know is, from the programs you have seen and the programs you have dreamt about, which are important in helping kids and families be united, help their own, and help each other in the communities? Give me an idea, each of you.

Ms. MOTTO. Well, as I said before, I have been in many placements and stuff like that. The best I have seen as of yet is the Youth Action Program. They deal with not giving young people things on silver platters, which we are told that life isn't handed to you. You have to work for it, and the young people do work for it. We are being told that we, too, have ideas and to share our ideas with other young people and to come out and speak even if people don't want to listen, either way.

It is like—I could have sent you my testimony, but it wouldn't have been that efficient if I didn't come down here and read it to you and make sure that you understood it and stuff. I feel what East Harlem needs are places where young people can get the support, can speak about their problems in confidentiality, and be able to be understood, be helped as far as school, and not be told that, "Listen, this is society, and you can't change society. You have to wait until you work for it, and then when you become President, then you can do something about it," which is totally wrong.

I started speaking out when I was 20, and as a young representative for the Youth Action Program, I testified on other things, and I have helped the city works get like $3 million, and it is like something I have achieved, and something that I have given back to my community, the Spanish community. So it is like I'm not really saying to hand anything to us, because if I was handed everything, I don't think I would be here speaking to you guys today.

Have the young people work. Have the young people do what is necessary. What my point basically is is young people don't like to be told what to do. When they are told what to do instead of having to make a choice, they are going to do the opposite. They are going to rebel and do the opposite. You give them an ultimatum. Help them try to understand themselves, and then they will take it upon themselves to do whatever and use the system as far as helping their community or whatever they want to do about it. But I think the main thing I am trying to say is young people need a place to gather, get to know each other, get to know the backgrounds of each other. They need support, leadership. They need somewhere where they belong and just not out in the street selling crack, not out in the streets becoming prostitutes, and seeing what the environment is.

They need a basic place where they can get the support and be able to speak out and know that this is not going to go to my parents. This is going to stay as far as this room, where they can talk about teenage pregnancy. They can talk about having relationships and what not, because as a Hispanic—but as a Hispanic woman I can speak best—in my household pregnancy was a wrong word. Contraceptive was a wrong word. Talking about going to bed or talking about finding a boyfriend was totally wrong. I have never gotten the support that I needed, so if I wasn't as intelligent as I was at the time, I probably, at the age of 16, instead of finding other agencies to open the doors for me, I probably would have went into prostitution because it is easy money, and it's fast money, and I would have gotten it somehow or another.

So we have to lead these young people into an environment where you can give them a choice; the street or a better choice where you can get support and the leadership, and they have a future. As far as right now, they have no future except to go out and sell crack, which you will come out with much more money.

Mr. **Martinez**. Thank you. One thing you said is really true. So many times the reason kids get in trouble and create social problems that you are talking about is because they don't have alternatives. One of things that you were just talking about, if I can paraphrase it, is that we need to support and provide moneys for community-based organizations so that they can provide counseling, guidance, and help, or just a place for people to come together to talk about their problems and figure out how they are going to resolve them.

Ms. Santiago talked about the family unit and how important it is. In that regard, on the basis of the same question, what can the Government do to help insure that family structures are united, and that young people in those communities get the opportunities they need?

Before you get into that, let me take the opportunity to introduce Congressman Bliley, who has just joined us. He is from Virginia. Welcome. Thank you for joining us. Would you like to say anything at this time?

Mr. **Bliley**. No.

Mr. **Martinez**. All right, Ms. Santiago.

Ms. **Santiago**. Like Maria said, one of the most important things we should have is community centers, and I have been fortunate to have caring parents and being in a special program which makes sure that I do good at school, but I am here and I am representing Hispanic people, and just because I am fortunate doesn't mean that I can't help other people.

I have been very lucky to have parents like mine, but I know that my friends, and I know other people who are not as fortunate, and I know that they need the best of counseling. One of the problems with Hispanic people and blacks where I live at is just that they feel lonely because their parents are too busy working or the parents are too busy doing just something else.

I think, the most important thing is to have different community centers something like the Youth Action Program. Even though I was very fortunate, I still went into the program and I learned a lot from it, so imagine a person who hasn't been so fortunate. I think the most important thing is just the counseling so we all can be proud—I have always been proud of being Hispanic, and I have never been ashamed of being Hispanic, and like you said before, we are here and we were one of the first people to come into this country.

I think that we are as intelligent as anybody else, as whites or whatever, and that we should be given a chance. I came all the way from East Harlem, and this is Washington. You know it is a long way, so I came here for a purpose, and I just want to say I am very proud to be a Hispanic, and I'll always be.

Mr. **Martinez**. As you go back and talk to your friends and relatives and everyone, start using a phrase for me, will you? We are all white. It is Hispanics and non-Hispanics.

One of the things that I would like for you to get into is this—when you entered school you didn't speak any English?

Ms. **Marrero**. No.

Mr. **Martinez**. You were very much like I am. Yvonne, when I entered school, I didn't speak any English at all, and I hardly speak any Spanish now. I do such a bad job at Spanish that I recently started taking classes that the State Department provides over in Annex II on Tuesdays, Wednesdays, and Thursdays, to learn to speak Spanish again. I think I am doing pretty well.

I had a base there, because at 5 years of age, when I entered kindergarten, I didn't speak any English. But they did a great job on me, and I lost that Spanish real quickly. In fact, when I was going to school, the uneducated and the unenlightened people that were teaching at that time would literally smack you if they caught you speaking Spanish. They said, "You are in the United States. You speak only English."

We have a mentality like that going on right now in this country.

Ms. **Marrero**. Well, let me tell you what I did. In high school I made sure I kept my Spanish so what I did is, they asked me, "Do you speak Spanish," and I said, "Yes, but I want Spanish as a language. That's what I want to take." I struggled to take the first years, which I knew the verbs and the subjects and all of that, just to get into the literature part about Hispanic writers, and I got to it, which is an AP course, AP meaning advanced placement college level, and I made sure I gathered $60. I paid for them, and I took the AP exams on literature, and I scored from 1 to 5 of 5, so I got college credit, but I kept my Spanish because you say you speak Spanish, but you don't know it all. You go more into it, so I have now Spanish and English, and I make sure I keep them both at the same level.

Mr. **Martinez**. Fantastic. How old were you when you started in the—you took bilingual education, right?

Ms. **Marrero**. Bilingual? Yes.

Mr. **Martinez**. And how old were you when you got into bilingual education?

Ms. **Marrero**. Eleven and a half.

Mr. **Martinez**. Eleven and half. So you had already had a basic education in Spanish?

Ms. **Marrero**. Yes.

Mr. **Martinez**. See, one of the things we are finding out, too, is that when kids have a good basic knowledge of their first language, they don't have as many problems learning another language, if they are given a transitional period.

The problem is that so many young people like myself entered first grade without really knowing the English language that well. We had trouble making the transition at that age and trying to keep up with the studies, and we would fall behind. So for years we go along thinking we are dumb, until all of sudden we make that transition. Then once we get on to it, we catch up, and sometimes we go far ahead. That is something that people who argue about the value of bilingual education don't seem to understand. They need to see more examples like you who, at 11 years of age, enter bilingual education.

How long did you stay in bilingual education?

Ms. **Marrero**. One and a half years.

Mr. **Martinez**. One and a half years. Well, some people say, "Hey, they go on forever because that bilingual class is a crutch for them. It is a crutch." It is no crutch. It is a necessary tool and an aid. My daughter-in-law teaches. She graduated from USC, and is a first generation American. Her parents both were born in Mexico, and they, too, entered kindergarten at an early age, and didn't speak any English either. But although they caught on to it just like that without the aid of bilingual education, it was harder.

See, there are people who are going to get by, but to what extent do we just want them to just get by? They may get by and not have an adequate job, not have an adequate education, but is that what the system is all about? I don't think so. They are going to become, then, dependent on us, rather than us being dependent on them as productive citizens who contribute to society. That is something these people just don't understand yet. We need more people to say, "I'm fluent in both languages, and I am adequately educated in both languages."

Some person I debated with told me, "Well, if you don't learn English, you can't learn anything," as if you could only learn in English, and anything you learned in Spanish was forgotten when you went to English. Right now, today, this country is recruiting people from other countries to work in these sophisticated technologies. They go to other countries and bring them back here. These people may not even speak English when they come in. They learn English very fast, but it is the knowledge that they acquired in another language that we are really seeking. It is a contradiction to say, hey, if you don't learn it in English, you don't learn it well.

I really am delighted to have had you people before us. You are really examples of what we need to do in this country. Your testimony was exceptional, along with the information you have provided. Our staff may be in touch with you to get some additional comments and reflections on the data and information you have collected. We thank you all very much.

Ms. **Marrero**. I want to answer the question that you asked both of them about the Government, what advice.

Mr. **Martinez**. OK.

Ms. **Marrero**. I think that I am pointing toward the family. Usually the Hispanic community is considered poor, and most of the families are into Federal assistance, right? I'm saying that when they choose that process that usually the father is left out. That does not unite. A father and a mother makes the entire difference, I think, in a child. If you just have a single-parent household, it is very different than two parents.

My early years were with both, so thank God.

Mr. **Martinez**. Congressman Bliley, do you have any questions?

Mr. **Bliley**. No.

Mr. **Martinez**. No questions. Thank you very much, again, for being here and providing us with this valuable testimony.

Mr. **Martinez**. I have just been handed a note that Bob Greenstein has to leave by 10:35, and of course we have been joined by Hon. Mayor Suarez. I think we should have Mayor Suarez first since he was to be the first speaker to come up.

Mr. Greenstein, if you wish to join Mr. Suarez, we can take you both at the same time, hearing from Mr. Suarez first.

Mayor Suarez, can we beg your indulgence, since I just looked up at the clock and Mr. Greenstein only has 15 minutes before he has to leave, to go ahead and take his testimony.

Mr. **Suarez**. I've got no time pressures at all.

Mr. **Martinez**. Thank you very much. Mr. Greenstein.

STATEMENT OF ROBERT GREENSTEIN, DIRECTOR, CENTER ON BUDGET AND POLICY PRIORITIES, WASHINGTON, DC

Mr. **Greenstein**. Thank you, Mr. Chairman. I welcome the opportunity to appear here today. I am Robert Greenstein, Director of the Center on Budget and Policy Priorities, a nonprofit research analysis organization here in Washington. The center focuses on issues affecting low and moderate income Americans.

Early this month, Mr. Chairman, we analyzed the latest census data on poverty among Hispanics in the United States. As you know, the Census Bureau issued a new report last month covering 1985, and we also analyzed the data back through 1973 which is the first year that the Census Bureau began collecting data on Hispanics.

The findings are quite disturbing. The new census data show that 2 of every 5 Hispanic children, 39.9 percent, lived in poverty in 1985. That was a record, the highest poverty rate for Hispanic children recorded since the Census Bureau began collecting this data. The census report also shows that the number of Hispanics of all ages living in poverty climbed to 5.2 million last year. That also was the highest level ever recorded.

In fact, poverty worsened among Hispanics in 1985 while improving among blacks, making the Hispanic poverty rate now only slightly lower than the black rate. We project that if current trends continue, by the end of the decade Hispanics will replace blacks as the ethnic group with the highest poverty rate in the United States.

In 1985 per capita income for Hispanics dropped below per capita income for blacks. The income of the typical Hispanic family also fell while it rose for blacks and non-Hispanic whites, although black family income is still below Hispanic family income. For the U.S. population as a whole, the poverty rate declined slightly to 14 percent last year, a disappointing figure, however, because it means that economic recovery has failed to reduce poverty to prerecession levels. That rate was well above the poverty levels for 1977 and 1980, years when the unemployment rate was at about the same level as in 1985.

There are 4 million more people in poverty than in 1980, and 8 million more than in 1977. These statistics raise a concern after 3 years of economic recovery because if we enter into a recession at some point, this is a very high level of poverty to go into a recession with. But as much of a concern as that is, the Census Bureau figures were most disturbing for Hispanic Americans. The number of Hispanics living in poverty climbed by 430,000 in 1985, and the Hispanic poverty rate hit 29 percent, just about the same level as during the most recent recession.

While there has been improvement since the recession for blacks and whites who are not Hispanic, there has been no significant improvement in poverty rates for Hispanics from the record levels attained during the recession. The 29-percent poverty rate in 1985 for Hispanics was the highest level recorded for any year except for 1982, and for children, as I mentioned, the proportion of Hispanic children who were poor was a record.

In addition, the number of Hispanic children living in poverty climbed 200,000 to 2.6 million, and that was another new record. In other words, there were a series of record highs, which is quite unfortunate. Looking at income levels for Hispanic families, the typical Hispanic family's income dropped about $500 from 1984 to 1985, but of greater concern are the longer term trends.

As I mentioned, the data goes back to 1973. 1973 was also the year when the U.S. economy was at its peak. Although not many people realize it, the median family income for the country as a whole and average real wages for workers are significantly lower today than they were in 1973. But when you compare all whites, all blacks and Hispanics' family income from 1973 to 1985, what you find is that the typical Hispanic family's income, adjusting for inflation, is more than $2,000 lower in 1985 than in 1973, a drop of 10 percent.

By contrast for all families, for white families and for black families, the drop was between 4½ and 5 percent, only about half as large as the drop for Hispanics. While the black median family income is still lower than Hispanic median family median income, black families typically have fewer members than Hispanic families do. So when you look at the income per person, you find that as of 1985, per capita income for Hispanics fell below per capita income for blacks.

Now, this longer term trend I mentioned: In 1979 the black poverty rate was 31 percent; in 1985, the black poverty rate was 31.3 percent. In other words, it was about the same. It went up for the recession, and despite the budget cuts it has come back down some.

For Hispanics the poverty rate in 1979 was 21.8 percent. In 1985, it was 29 percent. In 1979, the Hispanic rate was 9 percentage points below the black rate. It is now 2 percentage points below the black rate, and we project that it will surpass the black rate unless there is some change in these trends. When you look at that even closer, you find some very interesting information. Twelve percent of black married couple families are poor, and 6 percent of white married couple families are poor, but 17 percent of Hispanic married couple families are poor.

We often hear about black female-headed families and their poverty rates. Fifty percent of black female-headed families are poor. Fifty-three percent of Hispanic female-headed families are poor. We hear a great deal about black children who live in female-headed families. Sixty-seven percent of those black children live in poverty—a stunning percentage. Seventy-two percent of Hispanic children living in female-headed families are poor.

In every one of these cases, the poverty rate is already higher for Hispanics than for blacks, and the only reason that the overall Hispanic poverty rate is still lower than the black rate is that the percentage of families headed by a female is still significantly lower among Hispanics than it is among blacks.

The poverty rate for all Hispanic men is now identical to the poverty rate for all black men. For men age 22 to 44 the poverty rate is significantly higher for Hispanics than blacks. One interesting point here is that there has been a very large increase in recent years for the country as a whole, not just Hispanics, in the working poor population. This is not often recognized.

The number of people aged 22 to 64, prime working years, who work but are still poor, grew more than 50 percent from 1978 to 1985. This trend has been particularly marked among Hispanics. There are large numbers of Hispanic families that work, but have low wage jobs that don't provide enough income to lift them above the poverty line.

One of every 40 whites who works full-time the year around in 1985 is below the poverty line. One of every 22 blacks who works full-time year around is below the poverty line; one of every 15 Hispanics who works full-time the year around is below the poverty line.

Now, there are a number of factors involved. We don't know all the reasons. We don't know how much each one is responsible. They include the fact that the Hispanics are a young population. Many of them are entering the labor force. They have a high unemployment rate. We know the economy and the new jobs that it is creating in the 1980's; a larger proportion of those are low wage jobs than was true in the sixties or seventies. That's a problem for young people entering the labor force.

There are a somewhat smaller proportion of two-parent families in which both parents work in the Hispanic community. There are larger families as well, and in recent years the proportion of Hispanic families headed by a female has been on the rise. But in addition to these factors, there are some broader factors as well, including the widening gap in the country as a whole between rich and poor.

From 1980 to 1985, the census data shows—I find this particularly interesting and disturbing—the income of the typical family among the poorest 40 percent of all families in the United States, not just Hispanic families, fell $236. Yet during the same period a typical family in the top 40 percent had its income go up $3,000, and a typical family in the richest 10 percent had its income go up $7,000.

The census data shows that the gap between the top 40 percent and the bottom percent of families income is now wider than at any other point since census began collecting data in 1947 on the income distribution. Why is that of particular relevance for Hispanics? Because the majority of Hispanic families fall into the bottom 40 percent of all U.S. families. Relatively few Hispanics are in the top 40 percent. There are more than twice as many Hispanics in the bottom 40 as in the top 40, and we have a widening gap between rich and poor that works to their disadvantage, as do the trends I mentioned of the growing number working poor ranging from factors in the economy.

Two such factors are that we haven't adjusted the minimum wage in 5 years, and as a result it has fallen 25 percent in purchasing power. Some wages that put you above the poverty line 5 years ago no longer put you above the poverty line.

In short, the picture is a disturbing one. The trends are disturbing. Poverty is rising more rapidly among Hispanics than any other group in the population, and it is something I think that policy makers at all levels, including the Federal level, should be concerned about. As part of a broader theme, we at our center have felt for a number of years that whereas in the past dealing with poverty was one of the top items on our national agenda, we seem to have let that slip much further down. We feel it needs to go back to the top of the agenda. Reducing the trade deficit is very important. So is dealing with poverty, and for no group is it more important than among Hispanic Americans.

[Prepared, statement of Robert Greenstein follows:]

PREPARED STATEMENT OF ROBERT GREENSTEIN, DIRECTOR, CENTER ON BUDGET AND POLICY PRIORITIES

I welcome the opportunity to appear today before the Select Committee on Children, Youth, and Families, the House Subcommittee on Employment Opportunities, and the Congressional Hispanic Caucus. I am Robert Greenstein, director of the Center on Budget and Policy Priorities. The Center is a non-profit research and analysis organization located here in Washington, D.C. that focuses on issues affecting low and moderate income Americans.

Earlier this month, the Center analyzed the latest Census data on poverty among Hispanics in the U.S. As you know, in late August, the Census Bureau issued a report on poverty in the U.S. in 1985. This report contains a wealth of data on the income and poverty status of Hispanic-Americans. Our analysis is based on this new Census report as well as on Census data back to 1973, the year in which the Census Bureau first started collecting data on Hispanics.

Our findings are quite disturbing. I would like to share them with you.

Overview of Findings

The new Census Bureau data show that two of every five Hispanic children (39.9 percent) lived in poverty in 1985, the highest poverty rate recorded for Hispanic children since the Census Bureau began collecting data on Hispanics. The Census report also shows that the number of Hispanic Americans of all ages living in poverty climbed to 5.2 million last year. This, too, is the highest level ever recorded.

While poverty worsened among Hispanics, in 1985, it improved among blacks -- making the Hispanic poverty rate now only slightly lower than the black poverty rate. If current poverty trends continue, by the end of the decade Hispanics will replace blacks as the ethnic group with the highest poverty rate in the U.S.

Per capita income for Hispanics actually dropped below black per capita income in 1985. The income of the typical Hispanic family also fell in 1985, despite the fact that it rose for both the typical black family and the typical white family.

Among the reasons that Hispanics have fared badly in recent years is that the gains of the economic recovery have been unevenly distributed, providing greater benefits to the affluent than to those with low and moderate incomes. The new Census data show that the gap between upper and lower income families is now wider than at any other point since the end of World War II. Since most Hispanic families have low or moderate incomes, these trends have affected them adversely.

Hispanic Poverty Worsens

For the U.S. population as a whole, the poverty rate declined slightly from 14.4 percent in 1984 to 14.0 percent in 1985. These figures are disappointing because they show that the economic recovery has failed to reduce poverty to pre-recession levels. The 14 percent poverty rate for 1985 is well above the poverty rates for 1977 and 1980, despite the fact that the unemployment rate was about the same in 1985 as in 1980 and 1977.

There were 33.1 million Americans who were poor in 1985 -- nearly four million more than in 1980 and more than eight million more than in 1977. Poverty appears stuck at a higher level than it was a half decade ago.

The current levels of poverty come after three years of economic recovery. Usually poverty rates are lower at such a point. If the economy enters a new recession in the next few years -- which is not unlikely -- the new recession will start with a high level of poverty and poverty will then rise further.

The new poverty figures for the nation as a whole are thus cause for concern -- but the poverty figures for Hispanic Americans are even more troubling. The Census data show that the number of Hispanics living in poverty climbed by 430,000 in 1985 to 5.2 million, the highest number ever recorded. The Hispanic poverty rate (the percentage of Hispanics who are poor) hit 29 percent, about the same level as during the 1982-1983 recession. The Hispanic poverty rate was 29.9 percent in 1982 and 28 percent in 1983 (and 28.4 percent in 1984).

As a result, there has been no significant improvement in poverty rates for Hispanics from the record levels attained during the recession. The 29 percent poverty rate for Hispanics in 1985 was the highest level recorded for any year except 1982.

For Hispanic children, the new Census data are especially grim. The number of related Hispanic children under 18 who live in poverty rose 207,000 to 2.6 million, another new record. As noted, 39.9 percent of Hispanic children now live in poverty, the highest poverty rate recorded for Hispanic children since the Census Bureau began collecting Hispanic poverty data in 1973.

By contrast, the number and percentage of all persons who are poor and also of all children who are poor declined in 1985 among white and black Americans, although their poverty levels still remain well above the levels of the 1970's.

Poverty also rose markedly among elderly Hispanics (those 65 and older). In 1984, 21.5 percent of elderly Hispanics were poor. In 1985, the percentage of elderly Hispanics who are poor climbed to 23.9 percent.

Income of Hispanics Drops

The income of Hispanic families dropped in 1985. The typical (or median) Hispanic family's income dropped $478 after adjusting for inflation, from $19,505 in 1984 to $19,027 in 1985. (The typical, or median, income level is the income level at which half of all Hispanic families have higher incomes and half have lower incomes.)

By contrast, the income of typical white and black families rose in 1985.

Changes in Median Family Income
1984 - 1985

	1985 level	1984 level*	Change in Dollars	% Change
Hispanic families	$19,027	$19,505	-$478	-2.5%
All families	27,735	27,376	+ 359	+1.3%
White families	29,152	28,674	+ 478	+1.7%
Black families	16,786	15,983	+ 803	+5.0%

*in constant 1985 dollars

Not only did the typical Hispanic family undergo a drop in income of nearly $500 last year, but the data also show that the typical Hispanic family's income has now fallen more than $2,000 since 1973. Incomes for virtually all groups of families -- white, black, and Hispanic -- reached their peak in 1972 or 1973 and are substantially lower today. But Hispanic incomes have fallen twice as much, in percentage terms, as have incomes for whites or blacks.

Changes in Median Family Income
1973 - 1985

	Change in Dollars (adjusted for inflation)	Percentage Change
Hispanic families	-$2,069	- 9.8%
All families	- 1,437	- 4.9%
White families	- 1,337	- 4.4%
Black families	- 811	- 4.6%

Finally, per capita income for Hispanics actually fell below per capita income for blacks in 1985. While black median family income remains above Hispanic median family income, black families typically have fewer members than do Hispanic families. When income is examined on a per person (or per capita) basis, Hispanic income is lower than black income. 1985 was the first year in the 1980's that per capita income was lower for Hispanics than for blacks.

Per capita income for Hispanics was $6,613 in 1985, more than $200 lower than black per capita income, which stood at $6,840.

Hispanic Poverty Rate Likely To Surpass Black Poverty Rate In Near Future

If current trends continue, Hispanics will pass blacks in the next few years as the ethnic group with the highest poverty rate in the nation. In

1979, the Hispanic poverty rate was 9.2 percentage points below the black rate. It is now only 2.3 percentage points less than the black rate. The black poverty rate is about the same as in 1979, but the Hispanic poverty rate has climbed dramatically.

	1979	1985
Black poverty rate	31.0%	31.3%
Hispanic poverty rate	21.8%	29.0%

For many types of families and individuals, poverty rates are already higher among Hispanics than among blacks. While 12.2 percent of black married couple families are poor (and 6.1 percent of white married couple families are poor), 17 percent of Hispanic married couple families are poor. In addition, 50.5 percent of black female-headed families are poor, but 53.1 percent of Hispanic female-headed families are poor.

Similarly, 66.9 percent of black children who live in female-headed families are poor, a staggering percentage. Yet an even higher percentage of Hispanic children in female-headed families -- 72.4 percent, or nearly three of every four -- are now poor.

Indeed, the only reason that the overall Hispanic poverty rate is still lower than the black poverty rate is that the percentage of families that are headed by a female is lower for Hispanics than for blacks.

The poverty rate for all Hispanic men is now identical to the poverty rate for all black men. Both stand at 27.4 percent. For men aged 22 to 44, poverty rates are now higher for Hispanics (19.6 percent) than for blacks (15.3 percent). Among females, poverty rates remain higher for blacks.

Finally, Hispanics who work appear to have been pushed into poverty by jobs that pay wages below the poverty line to a greater degree than have blacks or whites. Only one of every 40 whites who worked full-time, year-round in 1985 fell below the poverty line that year. Among blacks, one in every 22 who worked full-time, year-round was poor. But one of every 15 Hispanics who worked full-time, year-round was poor.

Hispanics Hit Hardest in South and West

In the South and the West, Hispanic poverty rates rose in 1985 and the income of the typical Hispanic family declined. The decline was steeper for Hispanics in these regions than for Hispanics in the nation as a whole.

In the South (which, as defined by the Census Bureau, includes Texas) the Hispanic poverty rate rose from 26 percent to 27.7 percent, and the number of Hispanics in poverty climbed by 197,000 persons to 1.6 million. In addition, the income of the typical Hispanic family in the South fell $741 in 1985.

In the West, the Hispanic poverty rate climbed from 25.3 percent to 26 percent, and the number of Hispanics in poverty rose 273,000 to 2 million. The income of the typical Hispanic family in the West fell nearly $1,000 last year, more than twice the drop in income of typical Hispanic families nationwide.

In the Northeast, the Hispanic poverty rate climbed from 38.7 percent to 39.2 percent, while the number of poor Hispanics remained steady at 1.2 million (Hispanic poverty rates are higher in the Northeast than in other regions because of very high poverty rates among Puerto Rican-Americans in this region). However, the typical Hispanic family in the Northeast did realize a small income gain of $123.

Census data for Hispanics in the Midwest are not a reliable measure of year-to-year changes in poverty, because the sample of Hispanics in the Midwest drawn by the Census Bureau is too small.

Hispanic Poverty and Income by Region
1985

	Hispanic Poverty Rate	Number of Hispanics in Poverty	Median Hispanic Family Income
Northeast	39.2%	1,241,000	$15,309
Midwest	27.4%	362,000	$22,300
South	27.7%	1,588,000	$19,139
West	26.0%	2,045,000	$19,998

States in each Region include: Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont; Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin; South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia; West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming.

Widening Gaps Between the Rich and the Poor

One factor adversely affecting Hispanic income and poverty levels in recent years has been the widening of the income gap between upper and lower income families in the U.S. The gains of the economic recovery have been unevenly distributed and have benefited the rich more than the poor.

The new Census data contains an illuminating piece of information on this matter. From 1980 to 1985, the income of the typical (or median) family in the poorest 40 percent of the population fell $236, after adjustment for inflation. But during the same five-year period, the income of the typical family in the top 40 percent of the population rose nearly $3,000 while the income of the typical family in the richest 10 percent of the population increased more than $7,000.

Median Family Income

	1985	1980*	Change
Poorest 40% of Families	$13,192	$13,428	- $236
Wealthiest 40% of Families	48,000	45,085	- 2,915
Wealthiest 10% of Families	77,706	70,576	+ 7,130

*in constant 1985 dollars

The Census data also show that in 1985, the income gap between the richest 40 percent of all families and the poorest 40 percent tied with 1984 for the widest gap recorded since the Census Bureau began collecting these data in 1947.

The data show that the poorest 20 percent of all families received only 4.6 percent of national income in 1985; the poorest 40 percent of all families received just 15.5 percent of the national income. The bottom 60 percent of all families received a total of 32.4 percent of the national income.

By contrast, the top 40 percent took 67.7 percent of the national income in 1985, with the top 20 percent alone receiving 43.5 percent of all income. These are the highest percentages recorded since 1947.

Research has demonstrated that even modest changes in the distribution of income can result in substantial increases in poverty. This is an important reason why poverty rates are so much higher today than in 1980 and the late 1970's.

These figures are of particular relevance for Hispanics. The majority of Hispanic families fall into the bottom 40 percent of all U.S. families, while relatively few Hispanic families are in the top 40 percent. There are more than twice as many Hispanic families in the bottom 40 percent as in the top 40 percent.

Increases in the Number of Working Poor

Hispanics have also been affected by another trend of recent years, the steady increase in the working poor population. The percentage of all poor persons age 15 or over (including elderly and handicapped persons) who work reached 41.5 percent last year, the highest percentage ever recorded. The working poor population has grown sharply in recent years (the number of persons aged 22 to 64 who work but are still poor has risen more than 50 percent since 1978), in part due to the increasing number of low wage jobs and to the failure of the federal government to adjust the minimum wage for inflation since January 1981. A four-person family with a member working full-time year-round at the minimum wage fell $4,000 below the poverty line in 1985. Even two and three person families with a full-time, year-round minimum wage worker now fall below the poverty line.

Poor Get Poorer

A final piece of new data with implications for Hispanics is Census data showing that those who were poor got poorer last year. The income of poor families fell an average of $4,278 below the poverty line in 1985, $121 further below the poverty line (after adjusting for inflation) than in 1984. The Census data show the poor now fall further below the poverty line than at any time since the early 1960's, with the exception of the recession years of 1982 and 1983.

# # #

68:13

Mr. MARTINEZ. Thank you very much, Mr. Greenstein. Your statistics are depressing. There was a probably a time when I would have said, "I don't want to hear that stuff. It just makes me feel too bad." But, I think we need to hear it. We need to hear it, and we need to bring it to light because there are not enough people in Congress who understand these situations.

Right now we are talking about a drug bill that supposedly is going to cure all the drug problems of this world. It is not; it really isn't, and it really isn't going to do anything for elevating those people living at or below the poverty level. It is those families that many times, out of frustration and desperation, turn to the drugs. They not only turn to drugs as users to escape from the reality of their frustration, but also as an income source because it is the only way they can find. It is the only alternative they have. That ends up costing us more money in expenditures for law enforcement and for all the other things that we have to do afterward. If we had done the right thing in the beginning, we wouldn't have had to expend that money, you know.

There is an old saying, it is Anglo in origin and I wish it would somehow sink in—"A stitch in time saves nine." Well, in this case, an education in time can save the lives of millions. I thank you very much for your testimony. I'm sure we have some questions. To save you time we are going to submit those questions in writing unless Mr. Bliley has a question at this time.

Mr. BLILEY. Thank you, Mr. Chairman.

How do you explain your findings that the poverty rate was higher in the South and the West?

Mr. GREENSTEIN. Let me clarify that. That is a very good question. Among Hispanics—the census data does not give us poverty by State, but it does by the four regions: Northeast, South, West and Midwest. The highest Hispanic poverty rate is in the Northeast. The poverty rate for Hispanics in the Northeast is significantly higher than the poverty rate for, I believe, any group, including blacks in any region.

That is because among the Hispanic community, in the Hispanic community there are very different poverty rates for Puerto Rican Americans, Mexican-Americans, Cuban-Americans. By far the highest poverty rate is for Puerto-Rican Americans, and they are concentrated in the Northeast.However, what we pointed out in our analysis is that when you look at the change from last year to this year, the major increase in poverty, the steepest increase for Hispanics was among Hispanics in the South and West.

It is easier to explain that in the South than it is in the West, and clearly, I would add, that indicates that the increase has been fueled by an increase particularly among Mexican Americans. In the South, in the counties along the Texas/Mexico border, the unemployment rates are staggering. Some of those counties have 20 to 25 to 30 percent unemployment rates. That was true before the value of the dollar went down, and it has as much to do, if not more, with the Mexican economy as American, as well.

Then on top of that, the Texas economy has gone down hill with the drop in the oil prices, and we don't have figures by State, but if we did, I think we would see a very dramatic increase in poverty in recent years among Hispanics in Texas. I am less clear as to what is causing the large—for example, there is a drop in median family income of nearly $1,000 among Hispanics in the West, while median family income for non-Hispanic whites and blacks rose there from 1984 to 1985. I am not entirely clear what is causing that.

I would imagine that part of that has to do with the fact that the Hispanic population, and I believe the Mexican-American population is quite young, and as I mentioned, there are a lot of entrants into the labor force, and they are probably encountering difficulty either in finding jobs or in finding jobs that pay wages that list them among the poverty line. Again, many of the new jobs being created, especially as we shift to a service economy, and so forth, are low-wage jobs.

I have seen one set of figures, and I don't know all the backup on these. They aren't published yet. They are just being worked on, not by us, but another research institution. I have seen one set of figures that suggests that for 1963 to 1978, about a quarter of all of the new jobs created in the economy were jobs that paid half or less of the Bureau of Labor Statistics lower level of living budget, and since 1978 nearly half of all the new jobs created in the economy are paying that low a wage.

That may be a factor, but in short I can't really definitively answer your question about the West. I'm not sure what all the factors are there.

Mr. **Bliley**. Thank you.

Mr. **Martinez**. Thank you. Let me add a little something to that. This statement I am making is exclusively from my own district, but I know my own district is indicative of what is happening in California and many districts where there are large Hispanic populations.

We have places like Bethlehem Steel closing, Kaiser Steel closing, and thousands of people are being laid off. Now, I know a lot about this because I was very close to the steel unions and the workers there—George Coal and a lot of those people were very good friends of mine. I see a lot of them haven't gone back to work, and those that have gone back to work—these are all Hispanics, you understand—were making $10, $11, $12 an hour in the steel mill. Now they are taking jobs at minimum wage. There are new jobs created, but because of their ages—most of those guys were Korean war vets working at Bethlehem Steel and were 50 and 55 years old—how do you get trained?

Anybody that has confidence in themselves can change and do anything, but these people have particular problems aside from personal confidence which can keep them from applying for training that is available for these newly emerging, high technology jobs. They feel they can't do it, because they didn't have much of a high school education, and they didn't have much of an education, period. The jobs that they were doing as one of the last witnesses put it, took only strong backs and nimble fingers, so they were able to get them. They can't get these new jobs. Thank you.

Mr. **Greenstein**. Thank you.

Mr. **Martinez**. Now, it gives me a great deal of pleasure to welcome the Honorable Xavier Suarez from Miami, FL. Mayor.

STATEMENT OF HON. XAVIER SUAREZ, MAYOR, MIAMI, FL

Mr. SUAREZ. Thank you, Mr. Chairman, Congressman Bliley. After that bleak picture that was just presented, and very possibly a realistic picture, I hope to present a slightly more positive picture reflecting a metropolitan area where I come from which has over 1 million refugees, political and economic refugees, as part of its population, and more than 50 percent of the entire city is made up, in fact, of people who have arrived in this country as political or economic refugees and really have created another example of the American dream, which is slightly more positive than was just alluded to.

You might be interested, Mr. Chairman, in knowing that a candidate for, and a very likely next Governor for the State of Florida, has the last name Martinez. He is on the Republican Party. I, myself, am an independent, and I am supporting him. He did very well in the primaries, and he has an excellent chance of becoming a Governor in the State of Florida.

Mr. MARTINEZ. I support him just because of his name.

Mr. SUAREZ. He really did a fantastic job in the primaries with 45 percent of the votes statewide. He did very well in parts of Florida where people didn't think that the electorate would support someone with the last name of Martinez.

I appreciate the invitation to testify on issues dear to my heart as children and family. My approach may not be what is typically expected of Hispanics. If anyone expects me to advocate governmental incentives to restrict population, I warn you right off the bat that I am the 9th of 14 children. In case other stereotypes surface, let me add that all 14 children came to this country as refugees. Three of them are here with me, three of my sisters. None received governmental assistance of any sort, and all studied and worked hard to become productive members of society.

If I were to give a prescription for nurturing, educating, and protecting our youth, it would contain the following elements. No. 1, limit the Federal Government's role, not the amount of resources, but the use of resources to equalizing educational opportunities across the country to now be involved in the details of education but assure minimum standards and support. Coincidentally, our county's public school system, I believe, is the fifth largest in the country, and our State's funding is among the five lowest on a per pupil basis. So we obviously need any help we can get from the Federal Government in equalizing the educational resources at the elementary and high school levels.

No. 2, you have absolute priority to elementary and high school education over college and graduate schools. As a student at Harvard, I was astounded by the daily newspapers' accounts of Federal grants for esoteric Ph.D. programs with marginal relation to the basic educational needs of our children. If this sounds like back to the basics, it is because that is what it is that I am advocating.

No. 3, help us with legislation, if necessary, to restore discipline to our inner-city schools. Maybe minorities are supposed to prefer a lax approach to education and authority. I don't and my Hispanic constituents don't either. Of course the only effective way to restore confidence in our schools is to allow the parents to have a greater say in the affairs of our public schools.

I am very happy the chairman referred to the PTA's and the lack of Hispanic involvement in the PTA's. I submit to you that there is a lack of overall involvement in the PTA's because the PTA organizations don't have that much say, really.

We expect people to come to these meetings, and parents to come to the meetings, and they don't have any say about the books the children will be using, the curriculum, tenure, teachers, or anything of that sort so that the schools are totally in the hands of far away administrators and boards that are quite removed from the parents, and their decisionmaking, and their authority.

No. 4, provide vocational training for high school students. Miami's Hispanics who otherwise tend to depart from any national patterns follow the pattern of other Hispanics in the high dropout rate in the 40-percent range. Some, maybe most, go to work, but too many do not find practical advantages and traditional disciplines after elementary and junior high, or need to acquire trade skills to become wage earners due to debts, family responsibilities, and a whole different environment than they grew up in, including—and let's just be fair about it—lack of inheritance. There is very little money available to just start a business. That just sort of comes down from generation to generation.

In Florida, I have pushed for a law requiring 16- to 18-year-olds—we only require kids to go to school until they are 16—but I would propose to have 16- to 18-year-olds to be involved in one of the following: No. 1, full-time job, however that may be defined; No. 2, regular school; or No. 3, vocational training, and not simply be allowed in that 2-year hiatus before they become officially adults to just be wondering the streets.

I understand, frankly, that this would strain our resources, and I don't know what our school board would do if this State law was passed as I have proposed, but that's where we once again come back to the Federal Government for help in carrying out that objective of having the 16- to 18-year-olds being productively engaged.

No. 5, protect with legislation if necessary the family unit, including the expanded family. Miami's Hispanic family, in great majority Cuban, Puerto Rican, Colombian, and Nicaraguan, have achieved success due to two factors: we are talking household income as opposed to per capita income. Miami Hispanics taken as a household unit have a higher income than the white majority. Not on a per capita income, but per household. Of course, the households are larger and include typically grandmother, and aunt, and an uncle.

A side effect, and a very positive side effect, of this whole family structure and cultural heritage is networking defined as the self-help that comes from having a larger family unit. Of course, they provide for each other repairs, counseling, baby-sitting, professional support and save a lot of expenses that would otherwise have to be paid to the outside world and make it a much more effective economic unit.

That is one factor, the larger family units. The other factor is the family work ethic. A survey done of Miami's Hispanic community and the success story that has been achieved in the last 25 years showed that in a typical small business the husband and the wife, the two spouses who were owners of the business, the small business, worked an average of 14 hours a day each, and of course they also involved the children in the jobs typically, sometimes in violation of the law which says they are not supposed to work at that age, but I'm not sure that that law is a wise one if the kid otherwise is doing reasonably well in school to start acquiring some practical skills.

Finally, let me make reference to a task force related to the issue of drugs that I have just formed. It will have two objectives: No. 1, to go to the high schools in the city of Miami, the inner-city high schools which are almost all populated by Hispanic and blacks and try to determine the attitudes in the high schools and see why the kids are turning to drugs.

We have a pretty good idea what the answers will be. In a lot of cases it will be the lack of job opportunities, and we are going to try to provide from the private sector, and from the public sector, opportunities for them. I remember living in the city in Washington, DC, when I was 16 years old, wanting to get that first job beyond the marginal jobs of mowing lawns and distributing newspapers and having a difficult time. My first summer job, if it wasn't for my neighbor who happened to have a painting company and was able to get me involved as a painter's helper, I would not have had a job my first summer. I had no place to turn to. I was a refugee. I didn't have any contacts in the community to speak of, and I—there was no one in government, no one in society to particularly help me with that first job, and if it hadn't been that this neighbor was the owner of a company—it is who you know, and not what you know particularly. I was doing well enough in school, but I had no opportunity.

We have proposed a program where the chamber of commerce—each member of the chamber, which is 3,000 members in the city of Miami Greater Chamber of Commerce—would adopt a high school junior or senior in our inner-city high schools and make sure they had a summer job after their junior year and a permanent job after their senior year.

I would like to leave you with one quote which I happened to pick up on Time magazine on the way up on the plane, and again, I believe it goes back to some of these traditional values that we may have forgotten, but the Hispanic family, the Hispanic culture has not forgotten, and it relates to the issue of drugs. That whole issue of the Time magazine was devoted to the question of how to deal with the problem of drugs in our country.

It is an interesting quote. It says, "Experts point to other deep-seated causes that produce a continued national craving for drugs: lack of community, disintegration of the family, moral laxity." I submit to you that we don't need experts to impart that kind of wisdom; that we are all quite aware of that and that we have to figure out ways that our educational system and society as a whole fosters those values and keep them alive in the Hispanic family.

Mr. **Martinez**. Thank you, Mayor Suarez.

We have just been joined by the Honorable Lindy Boggs from Louisiana. I thank you for joining us.

I have one question right off the bat. Throughout your text you mentioned the necessity of the Federal Government to be involved. Am I right?

There are those in Congress who believe that the only responsibility the Federal Government has is to provide for the common defense. In fact, one of our colleagues stated that on the floor. He said the Constitution said so, and what he was referring to was the Preamble of the Constitution. I'm sure we all know the Preamble, and we know there are six reasons stated there for the overall formation of the Government starting with, "in order to form a more perfect union."

In there it says, "to provide for the common good," as well as for the common defense; to promote the general welfare. How do you do that without making sure that every young person has a full and meaningful education and opportunities for employment?

It is interesting you were a painter's helper. I was a painter's helper. My dad was a painter, and I can remember at 7 or 8 years of age going and carrying the bucket for him, and later on as I grew older, I learned to paint. I can paint well. I have saved myself a lot of money in all of the houses I have lived that way.

Mr. SUAREZ. I do quite a bit of my own painting at home.

Mr. MARTINEZ. It is good that we did have that opportunity because a lot of people haven't. You know, the things that you are talking about are things that the Federal Government does have to be involved with.

I understand that you feel the Federal Government does have a responsibility. One of the things you were talking about is—and I forget exactly how you couched it, but it was in terms of the Federal Government's involvement—reducing their involvement not in the monetary amount, but in their controls. I came from local government. I believe in local control, and I understand that many times you get too many strings, too many reporting requirements, and too many of everything. We don't mandate curriculum, but we do have certain restrictions on how you can use the money.

I think when you do that, sometimes you get into curtailing the curriculum that locals can undertake. So in that regard, give me your impression of how the Government should be involved, starting from the point that certain undertakings of a local government require monetary support. Keep in mind we continue to say that we can't afford this. We may have this great budget deficit, but there have to be priorities. Give me your reflections.

Mr. SUAREZ. Mr. Chairman, I want to refer back to over a century ago when Alexis de Tocqueville wrote about the American system, and something he pointed out in his book, "Democracy in America," I thought was particularly relevant to the point you are making, and that is the following: He said the Federal Government sets standards and prescribes rules and basically decides the policy of the Nation, but the actual governmental, specific, detailed decisions are carried out on the local level.

That was true in 1842. I don't believe really that is true now, and I am happy that I am told by a representative here in Washington, DC, from the city of Miami, Mark Israel, who is with is, that yesterday general revenue sharing fared very well on the House side. We have been advocating that.

We have never come to Congress in the 10 months that I have been mayor saying that you should not resolve your deficit. We have to resolve our deficit by constitutional mandate. The State constitution requires it. We have got to have a balanced budget, so we have no problem with that concept, and particularly Miami's own philosophy is one of some efficiency and austerity and so on. But the details of how the educational system works or how a social program should work, there is just no way that that can be decided from Congress.

The equalizing aspect of it, the fact that there are resources that have to be distributed and reallocated across the Nation, that certain parts of the Nation are a lot wealthier than others even within our own State, the city of Miami obviously has a wealthier economy and more prosperous economy than the rest of the State, and we end up equalizing the rest of the State somewhat even with the large number of refugees that we have.

An interesting figure about the Greater Miami area is that if you considered us a nation, our gross national product would exceed that of every country in Latin America with two exceptions—Mexico and Brazil. So it is that kind of a prosperous economy compared to the rest of the State, and we have to share our resources. That can be done by Federal legislation quite easily, and from that point on, though, to have a major Federal bureaucracy overlooking the details of education and telling us what curricula and what teachers and standards and so on, that, to me, doesn't make much sense in the same way as the other programs.

That's why I think that the block grant system works. I think that the revenue-sharing system works, particularly since the States and the municipalities historically did not pick up the slack for the charitable institutions and so on, not; that they used to do so many things in this country for the disadvantaged. We understand that now Government is involved in that role, and typically the Federal Government has been head of the States and the municipalities in that sort of policy, we have no problem with that, we have no problem with the overall effort, which we think is quite significant, frankly.

One time I calculated that what used to HEW, if you took all the money from the budget and divided it among all the poor people in the United States, and just simply gave them the money, it would work out to $20,000 per family of poor people, and I wondered if there wasn't a more efficient way of allocating those resources from the Federal Government back down to the people of this country who really need the help and education and other social services.

Mr. **Martinez**. I agree with you. We have got to develop a policy on that basis.

My staff director says my time is up, but I want to exercise the prerogative of the chair, and ask you one last question before I move to the rest of the panel. You talked about a three-point must program for 16- to 18-year olds. They must either have a full-time job or be in regular school or go into vocational training. At what point do we deemphasize basic and regular education, always understanding that long-term employment and flexibility really requires a good basic education, basic skills, and remedial skills?

Using the 50-year-olds from Bethlehem Steel as an example, they were strong of mind and nimble of finger and could easily be trained for that job, but now when we are getting into high-technology jobs, it is not so easy.

Maybe if they had had a stronger basic education, they might have been more flexible in changing employment. At what point in our school system do we start vocational training? Some of these kids are not going to be doctors, lawyers and engineers and are not going on to college. They need to get good vocational training.

Mr. **Suarez**. I think it has a lot to do with the national mood, and our 16-year-old kids are looking to have some pocket money and to own certain things, and if they don't see a direct correlation between the studies that they are undergoing at that age and the future earning capacity, they are going to be interested in another option. That's why I think the option at least ought to be offered.

I am aware—not specifically aware, but generally aware of other systems in other countries that prepare people to go into the marketplace. The German system, I understand, is very much like that, and the private sector is very involved in determining curriculum in those later high school years. I don't even think they call it high school. I think they have a different term for it.

Our Hispanic kids are dropping out, a lot of them, to pick up jobs. They are marginal jobs. They may get stuck with those if they don't complete their education. In junior colleges we later pick up a lot, the education that they did not complete in high school, and we, thank God, have a fantastic junior college, Miami Dade, with 56,000 students, by the way. It is after-the-fact, and it is sort of backward, and the sad thing is a lot of them get to be 16 and still don't have skills.

There is really no reason why a young person should be 16 years old and not have the basic skills that would otherwise be acquired in the last 2 years of high school, and they might miss out on some more advanced courses and so on, but the sad part, again, is they get to 16 and they can't write a good composition. They can't make themselves understood. They don't know enough mathematics, sometimes to make simple calculations on their tax bill and some other elementary things in society.

At that point, though, by the time they are 16, if we haven't accomplished that, we may as well make available vocational opportunities, because they are desperate, and they are competing against role models of kids that are dealing in drugs, and who are doing quite well financially, and they have all the jewels and the automobiles and the clothes and everything else, and the opportunities to go out and spend money and have a good time that the other 16-year-olds don't have.

But the worse thing of all is to tell them at 16, "We don't have any more obligation toward you, and you have no more obligation towards us. You can go out in the streets and do absolutely nothing for the next 2 years, and you are not even an adult." We don't consider them adults in the State of Florida until they are 18.

Mr. **Martinez**. I agree with you. I think what you are saying is that probably at high school age we ought to make a determination—and some European schools do that. There, if you are going to high school for academic courses that take you on to college, you have to take a test and qualify for that kind of education. If you don't, they send you to vocational training. I think that is something that we ought to be looking at.

Congressman Bliley.

Mr. **Bliley**. Thank you, Mr. Chairman.

Mr. Mayor, it is a pleasure to welcome you here. As a former mayor of Richmond, VA, it is nice to have a fellow mayor in town.

What is the school population of Miami, in high school?

Mr. **Suarez**. I think we are close to a little bit over 400,000 in the elementary, junior and high school, if I remember correctly. We may even be close to a half a million. We are the fourth or fifth largest in the country, Dade County. That would be the greater metropolitan area. All of it is not my jurisdiction. Sometimes people like to think that.

Mr. **Bliley**. You would like to collect taxes from all of it. I know.

That is a sizable number of children, and I agree with you as far as trying to get discipline back in the schools. Have you any ideas as to how you go about doing that?

Mr. **Suarez**. Well, we had in a related field, which, again, people didn't expect it would happen this way. In the area of sting operations that we have carried out to combat the problem of drugs, people have wondered why in Miami the 22 or so operations that we have carried out have been successful in going into certain neighborhoods and arresting people who are buying drugs. We have the police clothed as sellers, and arrest the buyers. We call it a reverse sting operation.

They wonder how come we were successful and other cities weren't, and part of the reason is we involved the community. We found that in the black community, for example, the support for that kind of a thing was incredible, overwhelming. I believe in the black and Hispanic communities in Miami the support for discipline in the schools from the parents and the community as a whole would be a lot greater than what we have been led to believe by certain people, and to me that is the key, to get the parents involved in setting some of the standards.

If it was announced at a PTA meeting some day that they were going to get to set the policy on discipline in the schools, I have a feeling the vote would be overwhelming to do whatever it takes, including putting a policeman in every classroom, if that is what it takes. Now, we don't have that kind of a tragic situation. Maybe in New York or some other cities, the situation is more out of control, but we do need more discipline, and I think involving the parents is the way to do it and the policy-setting for that.

Mr. **Bliley**. Thank you, Mr. Chairman.

Mr. **Martinez**. Thank you. Mr. Hayes.

Mr. **Hayes**. Thank you, Mr. Chairman. I will be very brief. I have what amounts to a two-prong question, Mr. Mayor. Being a sponsor of two pieces of legislation, one having to do with high school dropouts, and the other having to do with full employment, I was just wondering, and both of these pieces of legislation—one is before the Senate, the one on dropouts. The other one is waiting action within the committees it has been assigned to. But I see them both as very important.

I was wondering if you had any figures to indicate—you might have said it before I came. I had to hear the President of the Philippines speak this morning. I was wondering if you had any figures to give us on the number of people, high school students, who have dropped out of high school.

Mr. **Suarez**. Yes, among the minorities in Miami, principally Hispanics and blacks, it is in the 40 percent range for both. That coincides, by the way, with the figure for unemployment among young minorities in the Miami area, 18-25-year-olds also in the 40-some-percent range for unemployment. So we have a drastically bad situation among that subsector of society, and to me that is the No. 1 priority.

Mr. **Hayes**. What is your overall unemployment figure in the city?

Mr. **Suarez**. That is a very good point, because it is exactly the opposite. We were under 5.8 the last time I looked. We may be approaching 5 percent employment over all. There is some economist that says there is a floor of 4 percent in the economy. You could never look at less than 4 percent. There will always be 4 percent of the people who are out there seeking another job, so any time you are that low as an overall figure you are doing quite well, and yet you have got this incredibly high unemployment rate for teenagers.

Mr. **Hayes**. Eighteen to 25-year-olds.

Mr. **Suarez**. Yes. To me, that speaks to having some kind of a program for full employment for that age group. I really believe in that, including some mandatory alternatives to military service, whatever it takes to get them to be productive for at least a couple of those years. Maybe not until they are 25 because we might get into a situation where people are saying that we are violating their civil rights, but you have got to get that group into the main stream of the economy before they get to be 25. That is way too long to wait.

Mr. **Hayes**. Thank you very much, Mr. Chairman.

Mr. **Martinez**. Congresswoman Boggs.

Mrs. **Boggs**. Thank you so much, Mr. Chairman. Mr. Mayor, welcome and thank you very much for coming to testify.

I am the Chair of the Crisis Intervention Task Force on Children, Youth, and Families Committee, and we have held, of course, many hearings in Washington and around the country on the various crises to which children, youth and families are exposed, and some of those, of course, have been drug abuse. Some have been alcoholism in the family. Some of them have been high unemployment in the family, and so on—teenage suicide, infant mortality and teenage pregnancy. I find so often that, just as in the educational field, it is the family's support that we have to make certain is there, to try to shore up the family support, to look at the family in a holistic way and not try to treat one or another of the members of the family separately.

I was wondering how you felt about the low birth rates among Hispanic women, among their babies, and the infant mortality rate among Hispanic women.

Mr. **Suarez**. I'm glad you just destroyed another stereotype pointing out the low birth rate. We have in Miami a situation where the Hispanic community has a lower birth rate than the white majority, and blacks are also heading in the same direction. So I guess what we heard a few years ago about overpopulation is no longer a major problem.

The things that were pointed out culturally here by some of the young people who were here testifying are fair statements that certain subjects in the Hispanic family have tended to be taboo over the years. I think that is silly. I wonder if in high schools we have to—we had this big debate recently about sex education in our schools, and I think the question is not sex education. The question is what kind of sex education, and if they give me half an opportunity to give a course in sex education that would explain some of the things and to give some other people who would speak rather common sense to the kids as to what is really going on in the family, what the family consists of, and what the obligations, and repercussions and ramifications of their actions consist of in very explicit detail, not avoiding any of the taboo issues—abortion and the whole bit.

Incidentally, I am a fervent anti-abortionist, but if you get into all of that and explain it to a high school student, in grade school, elementary—I don't care, whenever they are interested. I don't think there is any point at which that becomes—it is no longer taboo. I think you should always explain it to them. That would be very helpful, and of course we are always engaged in this silly debate on sex education because some people would want to give courses on how to procreate—the one thing the kids don't need to have a course in. They are pretty good at finding out for themselves how to do that, but the rest of the things are not taught, and that's what I really wonder about.

Mrs. BOGGS. And you mentioned the involvement of the family in school disciplinarian areas. In our committee we have tried to find success stories and to spread them across the record so that they can be replicated and adapted to local conditions.

Governor Collins of Kentucky has a great program addressed to school dropouts who leave school at 16 because they find no reason to be there. She has engaged about 150 different businesses and corporations who work with the school system. They help the school system to inaugurate some of the courses that would lead to job opportunities in those various businesses and corporations, and also to have those businesses and corporations give some of the instrumentation that is necessary to train the young people for the jobs and guarantee the young people a job if they successfully pass their courses.

In addition, she has them agreeing to give raises to their employees who will go back and get their high school equivalency diploma. So that is a good success story that perhaps could be replicated.

Mr. SUAREZ. Congresswoman, I think the first thing that we are going to have to do when we get back to Miami is call the Governor's office and try to get all the information on that. That is exactly what we are trying to do, and so far we are not getting the cooperation that we should be getting from our chamber of commerce. Maybe they are not used to being asked these kinds of things, but they really have to be involved in that process.

I would like to finish with one anecdote, Mr. Chairman. When I came to this country, I was tested for local high school, and I spoke only Spanish at the time, and one of the questions on the exam, the aptitude test, was to say which of the following words did not fit in the category of the other ones, and it was right here in St. Anselm's High School in Washington DC, one of the better high schools in the country. The words were river, creek, stream and mustard, and I did not know the answer, and I did not know the answer. That was when I was 11 years old in 1961, but I did get a very good education here in this city, and that is the kind of opportunity I think all of our children need.

Mr. **Martinez**. You are not the recipient of bilingual education, though.

Mr. **Suarez**. I was not. I was immersed right away, but I already had the elements of Spanish by the time I was 11. I could already write and speak, and I remembered the accents and spelling and so on.

Mr. **Martinez**. People point to the success of Asian young people when they come to this country, but most of them that are successful have had a good basic education in their own language and understand grammar. Grammar is the key. If you understood grammar, the transition isn't quite so hard.

Mr. **Suarez**. I did have a bilingual education, but at different times of my life, as you are pointing out.

Mr. **Martinez**. But any bilingual education is helpful.

Mr. **Suarez**. Yes, absolutely; well, it is essential to survive in Miami, really.

Mr. **Martinez**. Let me ask you to do one thing before you leave. Introduce your sisters will you, please.

Mr. **Suarez**. I have my sisters Lila Olala, who is the oldest. By the way she was a prisoner in Castro's Cuba at one point. She was only 18 or 19 years old. I have my sister Malela. Malela lives in the Washington DC area as does Lila, and I have my sister, Mary, who accompanied me at Harvard University. She was an undergraduate student, a small family of 8 kids.

Mr. **Martinez**. I had nine in mine. I was seven of nine.

Let me say one more thing before you leave. Will you tell Bob Martinez we are looking forward to welcoming him to the Hispanic caucus when he gets here?

Mr. **Suarez**. Great.

Mr. **Martinez**. Thank you.

The next witnesses will be Julio Barreto, Eric J. Arroyo, and Stephen Denlinger. Mr. Barreto, why don't you begin.

STATEMENT OF JULIO BARRETO, CENTER DIRECTOR, NATIONAL PUERTO RICAN FORUM, INC., WASHINGTON, DC

Mr. **Barreto**. Thank you, Mr. Chairman. Thank you for the opportunity to come before the committee to speak. I would like to commend you and your colleagues for holding this hearing. I think that everyone will agree that the family is a foundation to success, and let me just preface my statement by saying that we believe very strongly that economics is the key to the success to our community.

The National Puerto Rican Forum is the oldest Puerto Rican community-based organization in the country, and we offer employment and training programs in six cities. We also conduct research, policy analysis, program design and development and customized training and professional placement.

As a direct service organization, we are seeing first hand what is becoming more of a reality every day for the Puerto Rican community: The United States as a land of opportunity is less and less of a reality for our community. The socioeconomic situation of the community is getting worse, not better, and, frankly, this is very frightening.

It is frightening to see the youth unemployment rates. We released a report in conjunction with the National Committee for Full Employment that highlighted the plight of Puerto Rican workers within the context of the Hispanic community and the broader population. The report showed that the official unemployment rate for Hispanics increased to 11 percent in August 1986 from 10.5 percent the previous month. Also, the real rate for Hispanics stood at 19.2 percent for the month of August.

For Puerto Ricans the unemployment rate was 13.4 percent during the second quarter of 1986 which is higher than that for Mexican-Americans and Cuban-Americans. Puerto Rican youth had the lowest percentage of their population who were holding jobs at 22 percent. Hispanic men earned only 71.2 percent for every dollar earned versus every dollar earned by white males. Hispanic women earned only 54.4 percent.

The Hispanic poverty rate, as Mr. Greenstein pointed to earlier, rose to 29 percent, which is the worse it has been in 13 years since 1982 when the rate was 29.9 percent. For Puerto Ricans, 41.9 percent were poor, while 74.4 percent of Puerto Rican female-headed households were poor. The dropout rates for Puerto Rican and Mexican-American youth is 40 percent, and in some cities there is an estimated 80 percent of the Puerto Rican youths who were dropouts.

The question that we ask ourselves, is that if the present situation is worse than it has been in the past, what does the future hold for our children? It is a question that we as Hispanic leaders have got to ask ourselves, and have to revert to some very serious questions. Puerto Rico is another environment that Congress needs to address. The economic situation there is just as bad if not worse. Congress cannot brush the situation on the island aside.

We are seeing an increasing number of Puerto Ricans who are coming to our offices seeking services, and they bring with them different dynamics than we find from those Puerto Ricans here in the United States. It is our belief that in order for Puerto Ricans and Hispanics to seriously progress economically in society, we need to increase our representation, not only as Members of Congress, as elected officials, but also as congressional staffers and on the committees and subcommittees here in Congress.

It is our belief that everything else will be taken care of. We can ask for more money. We can ask for more programs. We can ask for a variety of things, but if we are not involved in the decision-making process, we are not going to have the kind of initiatives that we need in order for our community to progress. It is one thing for me to stand before the subcommittee to give my thoughts and my concerns. It is another thing to be seated at that table after you go into your offices and discuss, and digest the information and share your thoughts, and come to decisions.

Hispanics need to be at that table having input in those final decisions that are made. You need to know what it is like being a black Puerto Rican growing up in the Bronx. You need to know what it is like to be a 10-year-old and to see somebody get killed, to see drug addicts lined up in the streets, to live in the north Bronx with an emptiness feeling that you need to be in the south Bronx. There are just a lot of things, a lot of experiences that we have to offer that Congress is not hearing.

When I worked for Hispanic Link News Service in 1982, and then when I also worked for the League for United Latin American Citizens in 1984, we did a survey of the number of Hispanics working on Capitol Hill, and in 1982 when Hispanics represented 6.4 percent of the population, we were less than 1 percent of the work force here on Capital Hill. In 1984, we were 8.6 percent of the population, and still we were less than 1 percent of the work force here on the Hill.

It is appalling, and we will be doing another study again this year, that some Members with 20, 30, 40 percent Hispanics in their district had no Hispanics working here on the Hill.

Now it is our belief that these members could not adequately represent their community without input from that community that they are representing. There was a question that you asked, Congressman, concerning the dropout rates and why Hispanic dropout rates were so high. Once again, we get back to economics. It is our belief that if a family is able to provide its basic economic means, the parents will have more time to devote to their children, to devote to the education of their children, to ensure that the children are not involved in drugs, to ensure that the children are progressing to some level of success.

With this whole debate on the drugs, I would like to know where Congress has been all this time, because, once again, if there were Hispanics working with these congressional members, they would know that drugs have been a problem in our community for years, and it is nothing new, but unfortunately it takes the death of a star athlete and the realization that the yuppies can't handle the drugs that they have been taking for Congress all of a sudden to decide that they are going to do something about the drug problem. We have had these problems back when my parents were growing up, back when my sisters were growing up, and when I was growing up, and once again, as part of a direct service organization, we see it happening again.

I admire the kids who were here earlier who spoke, because it is great motivation to see young people who are out there trying to help themselves, but what is frightening is those kids who don't have those opportunities, because the opportunities to get out of that cycle of poverty are decreasing, and we need to do more. We believe that there needs to be a stronger partnership between both the Government and the private sector to create economic opportunities for people.

People need to have the options where they can get a decent job, where they can own their own businesses. I would like to see Congress look at, study the success rates of those children who come from parents who have had their own businesses, who have been able to develop a certain work ethic and see how that translates into their level of success.

Just in closing, let me just say once again that we at the Forum, one of the things that we are going to do is to convene a group of Puerto Rican economists who are going to be called upon to put together economic policy that will be directed toward specifically the Puerto Rican community. It is going to be our way to get more involved in the decisionmaking process. We want to be able to sit at the table and say if we failed, it is our fault. We don't want to have to rely on someone else for our success and even our failures, but we want to have that partnership with both members of Congress, with the private sector, with all the people involved to insure a success for our community. Thank you.

[Prepared statement of Julio Barreto, Jr., follows:]

PREPARED STATEMENT OF JULIO BARRETO, JR., DIRECTOR, NATIONAL PUERTO RICAN FORUM, WASHINGTON, DC

Thank you Mr. Chairmen. On behalf of the National Puerto Rican Forum I would like to commend you for convening this hearing. Our organization has historically been sought for advice on strictly employment and training matters since that is our area of expertise. This is the first time we have been asked to speak around the topic of thefamily and we appreciate your invitation to share our thoughts and concerns.

As many of the distinguish members here today are well aware, the National Puerto Rican Forum is the oldest Puerto Rican community-based organization in the country. We offer employment and training programs in six cities through government and/or private sector initiatives. Additionally, we conduct research, policy analysis, program design and development, customized training and professional placement services.

As a direct service organization we see first hand what is becoming more of a reality everyday: the United States as the land of opportunity is becoming less and less of a reality for Puerto Ricans. The socio-economic situation of the community is getting worse not better and quite frankly it's frightening.

Recently, we released a report in conjunction with the National Committee for Full Employment that highlighted the plight of the Puerto Rican worker within the context of the Hispanic community and the broader society. Entitled "Puerto Ricans: AGrowing Problem for a Growing Population" , the report clearly illustrates the where our community is and the direction it's heading in. The report showed that:

- The official unemployment rate for Hispanics increased to 11% in August, 1986, from 10.5% the previous month. The "real rate" for Hispanics stands at 19.2%;

- The unemployment rate for Puerto Ricans was 13.4% during the second quarter of 1986, higher than that for Mexican-Americans and Cuban Americans;

- Puerto Rican youth had a lower percentage of their population group holding jobs than any other youth population group --22%;

- Hispanic men earn only 71.2¢ for every dollar earned by white males. Hispanic women earn only 54.4¢;

- The Hispanic poverty rate rose to 29% in 1985 approaching more closely the black rate of 31.3%. In the Northeast and the West, Hispanic rates -- 39% and 26% -- exceeded black rates -- 28% and 20%. The Hispanic poverty rate is the worst it has been in 13 years with the exception of 1982 when the rate was 29.9%;
- 41.9% of Puerto Ricans were poor in 1985, while 74.4% of Puerto Rican female headed households were poor;
- The national dropout rate for Puerto Ricans and Mexican-Americans is 40%. In some cities an estimated 80% of Puerto Rican youth are dropouts; and,
- Although 55% of U.S. Puerto Rican youth in 1980 were academically eligible to attend college, only 25% enrolled. Only 25% of those graduated.

This grim facts are occurring concurrently with the community increasing in numbers. Florida, Massachusetts and Texas registered Puerto Rican populations of over 200% between 1970 and 1980. Pennsylvania and Connecticut had an increase of over 100% of the Puerto Rican population. Overall the Hispanic population increased by 61% between 1970 and 1980 surpassing the 9% increase for non-Hispanics.

Consequently, we have a growing, young population that may never have the opportunities to escape the cycle of poverty. Why? Because of economic austerity the safety net programs that Hispanics rely so hevaily upon have been cut. Because schools are not meeting the needs of the Puerto Rican and other Hispanic students. Because employment opportunities are diminshing for a largely blue collar Hispanic population. Because employment and training programs like our own are being asked to do more with less.

What impact will this have on the family? Parents unable to find work result in children living in poverty. Puerto Rican families with children under the age of 18 had a poverty rate of 48.1%. The thought of youth growing up with no avenue to escape poverty poses potential strain, both immediate and future, on our government's ability to meet their needs. From dependency on government problems to drug abuse, crime and the other activities destructive to society, this growing youth population needs to be targeted by policy makers before they become a drain on society.

How can this be accomplished? It is easy for us to request additional funding for government programs that have historically help the impoverished in general and Puerto Ricans in particualr. However well intentioned, the facts point out that the anti-poverty programs of the past haven't been as effective as we hoped they would be. This is due to the fact that Hispanic were not seated at the decision-making table when these programs were developed. Hispanics need to be involved in the development of policy from start to finish.

It is one thing for me to present this ideas before you as a representative of the National Puerto Rican Forum. But when you return to your offices and reflect upon what has been said and decide on the next step a Hispanic needs to be at those meetings helping formulate the final decisions that are made.

Both parties have not given Hispanics the oppotunity to succeed or fail on our own. We have been told that these programs will be implemented but have never fully participated in their formulation. While this has slowly begun to change it must occur at a faster pace.

It is our belief that if Hispanics are adequately represented the how to combat the economic condition of the community will take place. We cannot afford to follow the pattern of past emerging groups and accept this condition as our turn to be poor before we enjoy economic progress. Our numbers, our youthfulness and a changing economy simply don't allow for it.

Thank you.

Mr. HAYES [presiding]. Thank you. Mr. Arroyo.

STATEMENT OF ERIC J. ARROYO, DIRECTOR OF PLANNING, SPECIAL ASSISTANT TO THE PRESIDENT, WILDCAT SERVICE CORP., NEW YORK

Mr. ARROYO. Thank you, sir. My name is Eric J. Arroyo, and I am director of planning, special assistant to the president of the Wildcat Service Corp., the Nation's oldest and largest supported work program. For 4½ years I was the executive director of the Association of Puerto Rican Executive Directors, which is a consortium of the chief executives of leading human service agencies serving New York's Puerto Rican Hispanic communities.

In addition, I recently served as a member of the Conference Planning Committee of the National Puerto Rican Coalition, which is located in Washington, which conference focused specifically on issues of importance to the subcommittee, i.e., economic development and the advancement of Puerto Rican Hispanic communities.

I want to thank the committee and especially Congressman Coats of Indiana for the opportunity to speak with you today. It is not often that the former State vice-chairman of the New Democratic Coalition is invited by the Republicans to speak. I welcome greatly that opportunity.

First, let me state that there is no such thing as Hispanic. There is no Hispania in the world. It is a label that, true, is sometimes useful, and yet it is a rubric which covers a number of significant differences amongst those of us who are of Spanish language heritage. For example, and it came very clear today in two examples that were raised in testimony, it overlooks median income differences between Cuban-Americans, which is very close to white Americans, Mexican-Americans, Puerto Ricans, and Dominicans, which are much closer to the lower end of the strata.

Therefore, when it is testified that Hispanic median income is higher than black median income, it is true, because it is skewed upward by the Cuban-American median income. The Puerto Rican and Dominican median income is less than that of black Americans. It also neglects the very fundamental distinction between citizenry, as in the case of Puerto Ricans who are on the mainland or in Puerto Rico, and on undocumented workers such as Mexicans and Dominicans.

Policymakers and legislators must know the similarities amongst us, as well as the cultural, economic, and legal statuses which differentiate us in order to develop cohesive and meaningful approaches to work with us to alleviate the difficulties which we face. However, not withstanding this caveat, the committee is to be commended for highlighting the status of Hispanic communities, our self-help efforts and strategies which must be considered to address our needs.

As many of your witnesses today have ably demonstrated, the Hispanic community today faces an uncertain future. I would like to focus on one component of this community, that is, New York's Puerto Rican community, primarily from the focus of the 1½ million who are in New York State and the 1 million who are in the city of New York.

We have seen that historically when we came to the mainland, neither Government nor the private not-for-profit agencies specifically targeted efforts to help our community. Therefore, what we did in the fifties and sixties was to create our own parallel social services helping network, our own institutional base. Unlike that of the black community which has long had the strength of the black church movement, we who practice, many of us, Roman Catholicism in the Spanish language, were met by an indifferent Irish Catholic hierarchy.

We therefore had to reach and develop our own institutions, therefore, agencies such as the National Puerto Rican Forum, ASPIRA both of America and New York, the Puerto Rican Association for Community Affairs, and the Puerto Rican Family Institute were created; pioneering institutions focusing on issues as employment, economic development, education, housing, health, et cetra.

I would like to focus on employment as one of the major issues that faces our community today, because, as you know, what you do in life, in terms of the workplace has a tremendous impact upon your feeling of self-worth, sense of dignity and sense of powerfulness. There are a lot of recommendations that are in my testimony, but I want to focus on one successful approach, something that is working and has worked for your consideration, and I am specifically speaking about the Wildcat Service Corp. model. It is a New York-based not-for-profit corporation, and we have been in existence since 1972.

What we intend to do is to promote the development of satisfactory work habits in persons who have poor employment records, and who are we talking about? We are talking about welfare recipients, former addicts, and alcoholics, ex-offenders, and high school dropouts, and we develop these habits through a combination of supported work experiences, training, vocational and other personal counseling.

How do we get funded? Yes, we get Government grants. We get foundation support. But we have a very important input in terms of financial resources, ie., welfare diversion. New York State has welfare diversion, and we could not have had welfare diversion without a bipartisan effort in the New York State legislature, and we get fees for service, and it is time that we in the not-for-profit world understand that we have got to charge also for our services, and let's charge—if we are getting employment for individuals, let's charge it to the corporations for the people that we are helping to get them good jobs in.

Fifty-two percent of all of our income today in our corporation is generated, not through Government, but from the grants that we charge Government—from the service income that we charge Government and the private sector corporations. We employ qualified men and women, and we place them with public and private agencies. We screen our participants, but we don't cream because we are looking for attitude and motivation.

You give me someone with a third-grade reading level, a second-grade math level, but wants to work and will hustle, they can become an employable person and someone who adds to the society in a meaningful way.

For the employer, we handle his personnel, we handle his screening. They become our employees. We lower their costs. For our participants, we work with them for the 6 months that they are in the program, and at the end of the training cycle, we assist them in getting jobs in nonsubsidized employment. We have been successful mostly with medium-sized firms, and our placement rates range between 55 percent for exoffenders, to 70 percent for welfare recipients.

In the years that we have been in existence, over 20,000 structurally unemployed persons have worked with us and are leading new lives in a meaningful way in society, and in the Daily News of March 5, 1986, an article—"They Graduate Out of Welfare," they give two examples: one of a 32-year-old grandmother from Brooklyn, who taking her 2-month-old grand-daughter in one arm, went up and got her diploma, and she has a job; in addition a 53-year-old grandmother from Harlem who had worked all her life until she was injured. We retrained her, and she also graduated for a meaningful job.

I want to close my testimony with just one final note. I want to emphasize that our goal is not to build bigger and better social welfare institutions, but to minimize our need for social welfare programming through economic improvement. But without a firm commitment from the public and private sectors to a partnership with the Puerto Rican Hispanic communities throughout the country and its institutions, we face a dim future. We want all sectors of our society to face the future with hope, opportunity and dignity. Muchas gracias.

[Prepared statement of Eric J. Arroyo follows:]

PREPARED STATEMENT OF ERIC J. ARROYO, WILDCAT SERVICE CORP.

MY NAME IS ERIC J. ARROYO, AND I AM DIRECTOR OF PLANNING/ SPECIAL ASSISTANT TO THE PRESIDENT OF THE WILDCAT SERVICE CORPORATION, THE NATION'S OLDEST AND LARGEST SUPPORTED WORK PROGRAM. FOR FOUR AND ONE-HALF YEARS I WAS THE DIRECTOR OF THE ASSOCIATION OF PUERTO RICAN EXECUTIVE DIRECTORS,A CONSORTIUM OF THE CHIEF EXECUTIVES OF LEADING HUMAN SERVICE AGENCIES SERVING NEW YORK'S PUERTO RICAN/HISPANIC COMMUNITIES. IN ADDITION, I RECENTLY SERVED AS A MEMBER OF THE CONFERENCE PLANNING COMMITTEE OF THE NATIONAL PUERTO RICAN COALITION, WHICH IS LOCATED IN THE NATION'S CAPITOL, WHICH WAS HELD IN N.Y. CITY FROM SEPTEMBER 3-5. THIS CONFERENCE FOCUSED SPECIFICALLY ON ISSUES OF IMPORTANCE TO THE SUBCOMMITTEE, i.e., ECONOMIC DEVELOPMENT AND THE ADVANCEMENT OF THE PUERTO RICAN/HISPANIC COMMUNITIES.

I WANT TO THANK THE COMMITTEE, AND CONGRESSMAN COATS OF INDIANA FOR THE OPPORTUNITY TO SPEAK WITH YOU TODAY.

FIRST, LET ME STATE THAT THERE IS NO SUCH THING AS HISPANIC. THERE IS NO "HISPANIA" IN THE WORLD. IT IS A LABEL THAT SOMETIMES IS USEFUL AND YET IT IS A RUBRIC WHICH COVERS A NUMBER OF SIGNIFICANT DIFFERENCES AMONGST THOSE OF US WHO ARE OF SPANISH LANGUAGE HERITAGE.

FOR EXAMPLE, IT OVERLOOKS MEDIAN INCOME DIFFERENCES BETWEEN CUBAN-AMERICAN, WHICH IS CLOSEST TO WHITE AMERICANS, MEXICAN-AMERICANS, PUERTO RICANS, AND DOMINICANS, WHICH ARE AT THE LOWEST LEVEL.

IT ALSO NEGLECTS THE FUNDAMENTAL DISTINCTION BETWEEN CITIZENS (PUERTO RICANS), AND UNDOCUMENTED WORKERS (EG. DOMINICANS, MEXICANS, ETC.).

POLICY MAKERS AND LEGISLATORS MUST KNOW THE SIMILARITIES AMONGST US AS WELL AS THE CULTURAL, ECONOMIC AND LEGAL STATUS WHICH DIFFERNTIATE US IN ORDER TO DEVELOP COHESIVE AND MEANINGFUL APPROACHES TO WORK WITH US TO ALLEVIATE THE DIFFICULTIES WHICH WE FACE.

HOWEVER, NOT WITHSTANDING THIS CAVEAT, THE COMMITTEE IS TO BE COMMENDED FOR HIGHLIGHTING THE STATUS OF THE "HISPANIC" COMMUNITIES, OUR SELF-HELP EFFORTS AND STRATEGIES WHICH MUST BE CONSIDERED TO ADDRESS OUR NEEDS.

AS MANY OF YOUR WITNESSES HAVE ABLY DEMONSTRATED, THE "HISPANIC" COMMUNITY TODAY FACES AN UNCERTAIN FUTURE. I WOULD LIKE TO FOCUS ONE ONE IMPORTANT COMPONENT OF THIS COMMUNITY, I.E., NEW YORK'S PUERTO RICANS, THE LARGEST MIGRANT ASSEMBLAGE ON THE MAINLAND FROM THE ISLAND NEARLY 1.2 MILLION IN THE STATE AND 1 MILLION IN THE CITY.

HISTORICALLY, DUE TO THE INABILITY OR UNWILLINGNESS OF PUBLIC SECTOR AGENCIES AND THE TRADITIONAL NOT-FOR-PROFIT VOLUNTARY AGENCIES TO MEET THE NEEDS OF PUERTO RICANS AND OTHER HISPANIC RESIDENTS OF NEW YORK, THERE WAS CREATED A SOCIAL SERVICE SYSTEM, COMMUNITY BASED IN NATURE, DESIGNED BY PUERTO RICANS/HISPANICS TO ASSIT COMMUNITY RESIDENTS TO OBTAIN A BETTER STATE OF LIFE. CENTRAL TO THIS SYSTEM IS A COMMITMENT TO A PUERTO RICAN/HISPANIC VALUE SYSTEM WHICH IS THE BASIS OF ADVOCACY AND SERVICE DELIVERY ACTIVITIES. THIS IDENTIFICATION HAS PROVEN ITSELF CRUCIAL TO THE UTILIZATION OF SERVICES BY "HISPANIC" CONSUMERS. MUTUALITY OF VALUES, LANGUAGE AND CULTURE ENHANCES THE TRUST AND COMPREHENSION NECESSARY TO ASSIST MEMBERS OF THE COMMUNITY.

THUS , AGENCIES SUCH AS THE NATIONAL PUERTO RICAN FORUM, ASPIRA, THE PUERTO RICAN ASSOCIATION FOR COMMUNITY AFFAIRS, AND THE PUERTO RICAN FAMILY INSTITUTE WERE CREATED. THESE PIONEERING INSTITUTIONS CONCERNED THEMSELVES WITH A BROAD RANGE OF ISSUES SUCH AS EMPLOYMENT, ECONOMIC DEVELOPMENT, EDUCATION, HOUSING, HEALTH, CRIMINAL JUSTICE, SUBSTANCE/ALCOHOL ABUSE, THE ELDERLY AND CHILDREN/FAMILIES.

TODAY, I WOULD LIKE TO FOCUS ON TWO OF THESE ISSUES, EMPLOYMENT AND ECONOMIC DEVELOPMENT.

EMPLOYMENT:

THE RIGHT TO WORK MUST BE CONSIDERED A BASIC RIGHT FOR ALL MEN AND WOMEN. WORK IS A CRITICAL SOURCE OF FUNDS FOR THE MAJORITY OF THE POPULATION OF THE UNITED STATES. IT IS ALSO ESSENTIAL TO A FEELING OF SELF WORTH. THE ABILITY TO MEET ONE'S SENSE OF COMPETENCY AND MASTERY OVER THE ENVIRONMENT. THE NATURE OF ONE'S OCCUPATION ALSO DETERMINES STATUS AND SETS THE LIMITS FOR THE DEGREE OF WORK SATISFACTION POSSIBLE.

WHEN NATIONAL UNEMPLOYMENT STATISTICS RISE, PUERTO RICANS ARE ALWAYS ONE OF THE GROUPS TO BE HIT THE HARDEST. THE BUREAU OF LABOR STATISTICS IN 1982, FOR EXAMPLE, REPORTED AN OFFICIAL UNEMPLOYMENT RATE OF 19.5% FOR PUERTO RICANS.

THE PUERTO RICAN WORK FORCE, THOUGH CHANGING SOMEWHAT WITH THE NEWER MIGRATION OF PROFESSIONALS, IS AND WILL REMAIN, AT THIS TIME, PRIMARILY BLUE COLLAR AND SERVICE ORIENTED. PUERTO RICANS ARE, MORE THAN ANY OTHER GROUP, CONCENTRATED IN OCCUPATIONS WITH THE LOWEST PAY AND STATUS.

IMAGINATIVE APPROACHES TO JOB CREATION ARE ESSENTIAL AND WAYS OF PUTTING ALL PEOPLE TO WORK MUST BE EXPLORED. WE MUST NOTE THAT ALL SEGMENTS OF SOCIETY ARE SUFFERING THE DIRE CONSEQUENCES OF NOT PROVIDING MEANINGFUL EMPLOYMENT TO INDIVIDUALS WHO WANT TO WORK.

PUBLIC EMPLOYMENT PROJECTS UNDER PUBLIC AND/OR PRIVATE AUSPICES ARE IMPORTANT VEHICLES FOR INCREASING MEANINGFUL JOB OPPORTUNITIES FOR THE HISPANIC COMMUNITY.

WHILE THERE ARE A NUMBER OF RECOMMENDATIONS THAT I FEEL MERIT CONSIDERATION SUCH AS:

- A NATIONAL EMPLOYMENT POLICY--SECURING JOB ENTITLEMENT--MUST BE ESTABLISHED AND OPERATIONALIZED. MECHANISMS MUST BE CREATED FOR OPENING UP JOB OPPORTUNITIES IN BOTH THE PUBLIC AND PRIVATE SECTORS. THE RIGHT TO EMPLOYMENT SHOULD BE CONSIDERED AN INALIENABLE RIGHT.

- EQUAL EMPLOYMENT LAWS MUST BE ENFORCED RIGOROUSLY. WHEN EMPLOYERS ARE FOUND IN VIOLATION, SANCTIONS MUST BE APPLIED WITH RAPIDITY AND SEVERITY.

- AFFIRMATIVE ACTION PLANS SHOULD BE REQUIRED OF ALL EMPLOYERS. STANDARDS FOR PLANS MUST BE CLEARLY SPECIFIED AND INCLUDE THE AREAS OF RECRUITING, TRAINING, HIRING AND PROMOTING. DILIGENT RECORD KEEPING OF IMPLEMENTATION ACTIVITIES IS TO BE REQUIRED.

- FUNDS MUST BE ALLOCATED BY INDUSTRY AND GOVERNMENT AND TRAINING PROGRAMS ADDRESSING THE BROAD SPECTRUM OF NEEDS OF THE PUERTO RICAN WORKFORCE. THESE PROGRAMS ARE TO BE ESTABLISHED IN JOINT PARTNERSHIP WITH THE PUERTO RICAN COMMUNITY AND WOULD INCLUDE: a) CAREER COUNSELLING TO ASSIST PEOPLE IN LEARNING ABOUT AND ACTING ON THEIR OPTIONS: b) ON THE JOB TRAINING PROGRAMS THAT TIE INTO A CAREER LADDER: c)NEW SKILLS ACQUISITION TRAINING FOR HIGH TECHNOLOGY INDUSTRIES; d) BASIC EMPLOYMENT SKILLS TRAINING IN PREVOCATIONAL PREPARATION; e) BASIC LITERACY AND ENGLISH LANGUAGE INSTRUCTION.

- TAX WRITE-OFFS SHOULD BE PROVIDED FOR SOCIAL-CORPORATE RE-

SPONSIBILITY PROGRAMS THAT ASSIST PUERTO RICANS WITH ALL FACETS OF THEIR EMPLOYMENT NEEDS.

- LINKAGES BETWEEN CORPORATIONS AND THE PUBLIC SCHOOL SYSTEMS SHOULD BE BUILT UPON AND EXPANDED.

HOWEVER, I WOULD LIKE TO HIGHLIGHT ONE SUCCESSFUL APPROACH TO BREAKING THE CYCLE OF POVERTY AND DEPENDENCY.

THE WILDCAT SERVICE CORPORATION MODEL

WILDCAT SERVICE CORPORATION IS A NYS NOT-FOR-PROFIT CORPORATION.

THE PURPOSE OF WILDCAT, SINCE ITS INCEPTION IN 1972 REMAINS: TO PROMOTE THE DEVELOPMENT OF SATISFACTORY WORK HABITS IN PERSONS WHO HAVE POOR EMPLOYMENT RECORDS INCLUDING WELFARE RECIPIENTS, FORMER ADDICTS AND ALCOHOLICS, EX-OFFENDERS AND HIGH SCHOOL DROPOUTS. THESE HABITS ARE DEVELOPED THROUGH A COMBINATION OF SUPPORTED WORK EXPERIENCES, TRAINING, VOCATIONAL AND OTHER PERSONAL COUNSELING.

FUNDING FOR WILDCAT IS PROVIDED BY GOVERNMENT GRANTS, WELFARE DIVERSION, PRIVATE GRANTS AND FEES FOR SERVICES.

WILDCAT EMPLOYS QUALIFIED MEN AND WOMEN AND PLACES THEM WITH PUBLIC AGENCIES AND PRIVATE FIRMS THROUGHOUT THE CITY OF NEW YORK. BEFORE PLACEMENT WE THOROUGHLY SCREEN OUR PARTICIPANTS FOR ATTITUDE AND MOTIVATION AND THEN TEST FOR APTITUDE AND SKILLS.

FOR THE EMPLOYER WILDCAT HANDLES ALL PERSONAL AND PAYROLL FUNCTIONS. WE PAY ALL FRINGE BENEFITS AND ABSORB THE COST OF ALL HOLIDAYS, SICK DAYS AND PERSONAL DAYS. WHICH MEANS EMPLOYERS PAY ONLY FOR ACTUAL HOURS WORKED. WE PROVIDE ONGOING SUPERVISORY SUPPORT, AND WHERE NECESSARY VOCATIONAL COUNSELING FOR ALL EMPLOYEES. FINALLY, EMPLOYERS ARE ELIGIBLE FOR TAX CREDITS IF THEY HIRE WILDCAT WORKERS PERMANENTLY.

FOR PROGRAM PARTICIPANTS OUR JOB DEVELOPMENT DEPARTMENT ASSISTS CREWMEMBERS IN SECURING NON-SUBSIDIZED EMPLOYMENT AFTER THEY HAVE COMPLETED OUR SUPPORTED WORK OR TRAINING PROGRAMS. POSITIONS WHICH FURTHER DEVELOP MARKETABLE SKILLS, PROVIDE ADVANCEMENT POSSIBILITIES AND/OR OFFER JOB SECURITY THROUGH UNION MEMBERSHIP ARE EMPHASIZED. WILDCAT HAS BEEN MOST SUCCESSFUL WITH PLACEMENTS IN MEDIUM-SIZED MANUFACTURING, SERVICE AND CONSTRUCTION COMPANIES. OUR PLACEMENT RATES VARY BETWEEN 55% FOR EX-OFFENDERS AND UP TO 70% FOR WELFARE MOTHERS. A COMPUTERIZED PARTICIPANT RESOURCE FILE HAS BEEN DEVELOPED TO AID IN PLACEMENT.

WILDCAT'S SUCCESS HAS BEEN PHENOMENAL. OVER TWENTY THOUSAND STRUCTURALLY UNEMPLOYED, INCLUDING HIGH SCHOOL DROPOUTS, EX-OFFENDERS, AND WELFARE MOTHERS, ARE LEADING NEW LIVES---LIVES OF SELF RESPECT AND SELF SUFFICIENCY. CONTRIBUTING TO THE ECONOMY THROUGH THEIR WORK, THROUGH SAVED WELFARE PAYMENTS, AND THROUGH NEW INCOME TAXES.

THE CREDIT FOR WILDCAT'S SUCCESS BELONGS TO OUR HIGHLY MOTIVATED PARTICIPANTS. AND TO THOSE WHO PROVIDE THEM WITH THE OPPORTUNITY TO DEVELOP THEIR SKILLS. ORGANIZATIONS LIKE CHEMICAL BANK,BATTERY PARK CITY AUTHORITY, PUBLIC DEVELOPMENT CORPORATION, FASHION INSTITUTE OF TECHNOLOGY, THE NEW YORK PUBLIC LIBRARY, THE

NEW YORK CITY POLICE DEPARTMENT, AND THE CITY FINANCE DEPARTMENT.

ECONOMIC DEVELOPMENT

THE ECONOMIC BASE OF THE PUERTO RICAN COMMUNITY MUST BE STRENGTHENED THROUGH BUSINESS DEVELOPMENT TO ENABLE THE PUERTO RICAN COMMUNITY TO ACHIEVE EQUITY IN ITS STANDARD OF LIVING. THE FEW BUSINESSES THAT ARE OWNED BY PUERTO RICANS ARE GENERALLY OF THE SMALL "MOM AND POP" VARIETY, ENDEAVORS WHICH,THOUGH ESSENTIAL TO THEIR OWNERS WELL BEING, DO LITTLE TO EXPAND THE FINANCIAL BASE OF THE COMMUNITY.

IT IS ESSENTIAL THAT THE GOVERNMENT AND PRIVATE SECTORS, PROFIT AND NONPROFIT, ALIKE, MAKE A COMMITMENT TO PROVIDE BUSINESS OPPORTUNITIES, TECHNICAL ASSISTANCE AND FINANCIAL RESOURCES TO THE PUERTO RICAN COMMUNITY FOR BUSINESS OWNERSHIP AND EXPANSION, THEREBY GENERATING PROFITS AND JOB CREATION. A COMMITMENT SIMPLY TO PROVIDE TRAINING, JOBS AND A CAREER LADDER, THOUGH CRITICAL, IS INSUFFICIENT SINCE THE MEANS OF PRODUCTION AND CAPITAL FORMATION WILL REMAIN OUTSIDE THE REACH OF OUR COMMUNITY UNLESS THERE IS GREATER INVESTMENT IN OUR BUSINESS ENDEAVORS. PUERTO RICANS REQUIRE THE INITIATIVES, ASSISTANCE AND PARTNERSHIP OF ALL SECTORS TO SECURE START UP CAPITAL AND MONEY MULTIPLIERS.

WE MUST BE ENABLED TO SECURE LOANS AND GRANTS, TO ESTABLISH BUSINESS ENTERPRISES WITHOUT THE REQUIREMENT OF SECURITY AND MATCHING MONIES, WHICH OUR COMMUNITY ENTREPRENEURS OFTEN DO NOT POSSESS. RATHER, OUR ABILITY TO DELIVER A QUALITY PRODUCT, MUST BE CONSIDERED AS OUR SECURITY/ASSET BASE AND SHOULD BE THE MAIN DETERMINANT FOR THE ACQUISITION OF NECESSARY CAPITAL.

TO SUCCEED IN ECONOMIC VENTURES, WE REQUIRE ACCESS TO THE MANY BUSINESS CONCESSIONS THAT ARE PERMITTED TO OTHERS WITH

CONNECTIONS AND INFORMATIONAL SOURCES--THAT WE, AS A COMMUNITY, DO NOT PRESENTLY POSSESS. WE REQUIRE FROM ALL SECTORS OF THE AMERICAN ECONOMY, THE REACHING OUT AND DISSEMINATION OF INFORMATION WHICH WILL MAKE IT POSSIBLE FOR US TO KNOW, PREPARE AND ACT UPON OPPORTUNITIES--EVEN ALLOWING US ADVANCE INFORMATION AS COMPENSATORY JUSTICE. INVOLVED IS THE WILLINGNESS TO UTILIZE PUERTO RICANS AS CONTRACTORS, MANUFACTURERS, PURCHASERS AND FRANCHISE BUYERS. IT IS IMPORTANT TO ENABLE US TO BE COMPETITIVE THROUGH SUCH METHODS AS ADVANCING AND WAITING FOR PAYMENTS, FINANCING REVOLVING LOANS, AND ALLOWING PURCHASES ON CONSIGNMENT, ETC.

ABOVE ALL, THERE MUST EXIST A DETERMINATION TO ASSIST US IN OUR SELF-HELP ECONOMIC ENDEAVORS WHICH GOES AS FAR AS PROVIDING US WITH TECHNICAL ASSISTANCE ON THE"HOW TO" OF MAKING A SUCCESSFUL PROPOSAL TO ONE'S VERY OWN ORGANIZATION AND THE "HOW TO" OF INSURING AN EFFECTIVE BUSINESS PERFORMANCE.

THE CONCERTED EFFORTS OF THE VARIOUS SOCIETAL SECTORS MUST BE IN PROGRAMS SPECIFICALLY TARGETED TO PUERTO RICAN ECONOMIC DEVELOPMENT EFFORTS. MONIES FROM CORPORATE SOCIAL RESPONSIBILITY BUDGETS IN COMBINATION WITH FOUNDATION FUNDS SUPPORTING COMMUNITY DEVELOPMENT PROGRAMS HAVE ALREADY DEMONSTRATED WHAT CAN BE DONE JOINTLY TO IMPROVE THE PHYSICAL AND ECONOMIC CONDITIONS OF AN AREA THROUGH PROJECTS IN CONSTRUCTION, REHABILITATION, BUSINESS CAPITALIZATION, COMMERCIAL AND INDUSTRIAL REVITALIZATION. THE FACT THAT THE PUERTO RICAN COMMUNITY IS POORER AND OWNS FEWER BUSINESSES THAN OTHER HISPANIC AND MINORITY COMMUNITIES REFLECTS THE FACT THAT TO TRULY ASSIST US EFFORTS MUST BE SPECIFICALLY DIRECTED TO OUR COMMUNITY. THE MANY PROBLEMS OF THE PUERTO RICAN COMMUNITY SHOW THAT OUR NEEDS CANNOT BE MET WHEN SUBSUMED UNDER

HISPANIC OR MINORITY CONCERNS. THIS MUST BE RECOGNIZED IF WE ARE TO BE AIDED IN OUR SELF-HELP EFFORTS.

RECOMMENDATIONS

-GOVERNMENT AND CORPORATIONS SHOULD ACTIVELY ASSIST IN THE CREATION AND FOSTERING OF PUERTO RICAN/HISPANIC BUSINESSES THROUGH GRANTS, TAX ABATEMENTS, TARGETED PURCHASING PRACTICES AND NON-TRADITIONAL LOANS, WHICH WOULD BE BASED ON ABILITY TO DELIVER RATHER THAN ON ASSETS OF SECURITY.

-CAMPAIGNS SHOULD BE DEVELOPED TO ENCOURAGE PUERTO RICANS/HISPANICS TO PURCHASE GOODS AND SERVICES FROM PUERTO RICANS/HISPANICS, WHERE AVAILABLE, AND ALSO TO BUY ONLY FROM NON-HISPANICS, WHERE AVAILABLE, AND ALSO TO BUY ONLY FRON NON-HISPANIC BUSINESS WITH STRONG EQUAL EMPLOYMENT OPPORTUNITY PROGRAMS.

-THE PUBLIC AND PRIVATE SECTORS SHOULD ACTIVELY PURSUE POLICIES TO INCREASE PURCHASES OF GOODS AND SERVICES FROM PUERTO RICAN/HISPANIC BUSINESSES.

-TECHNICAL ASSISTANCE SHOULD BE A PRIORITY OF GOVERNMENT AND CORPORATIONS TO PUERTO RICAN/HISPANIC FIRMS AT ALL LEVELS OF BUSINESS DEVELOPMENT OR OPERATIONS.

-GOVERNMENT SHOULD PERMIT TAX ABATEMENTS FOR CORPORATIONS TO ASSIST IN PUERTO RICAN BUSINESS DEVELOPMENT.

-THE NONPROFIT SECTOR MUST EXPLORE AND DEVELOP PROFIT MAKING ENTERPRISES WHICH DO NOT, HOWEVER, JEOPARDIZE THE ORGANIZATIONAL TAX EXEMPT STATUS.

IN CONCLUSION, I WANT TO EMPHASIZE THAT OUR GOAL IS NOT TO BUILD BIGGER AND BETTER SOCIAL WELFARE INSTITUTIONS, BUT TO MINIMIZE OUR NEED FOR SOCIAL WELFARE PROGRAMMING THROUGH ECONOMIC IMPROVEMENT. WITHOUT A FIRM COMMITMENT FROM THE PUBLIC AND PRIVATE SECTORS TO A PARTNERSHIP WITH THE PUERTO RICAN/HISPANIC COMMUNITY AND ITS INSTITUTIONS, WE FACE A DIM FUTURE. WE WANT ALL SECTORS OF OUR SOCIETY TO FACE THE FUTURE WITH HOPE, OPPORTUNITY, AND "DIGNIDAD." THANK YOU.

Mr. HAYES. Mr. Denlinger.

STATEMENT OF STEPHEN DENLINGER, PRESIDENT, LATIN AMERICAN MANUFACTURERS ASSOCIATION, WASHINGTON, DC

Mr. DENLINGER. Good morning, Congressman Hayes, Congressman Wheat. Thank you for the opportunity to testify before the joint committee this morning. You have seen me at Small Business Committee hearings. I represent the Latin American Manufacturers Association. We are a national association of Hispanic manufacturing and technically oriented companies throughout the United States.

My apologies for not having submitted a prepared statement earlier. I did provide Jill Kagan with some materials that relate to my testimony this morning. I hope you have received them.

It is the end of the fiscal year, and many of our companies are negotiating contracts. I have to be available to help them. I want to provide this morning an overview of the status of minority business programs, and to try to quantify the significance of these programs to the minority community and the importance, thereby, to the minority family and community as a whole.

I will touch on two actual cases that LAMA has helped develop, and one is located in Fort Apache in the South Bronx that was referred to here by one of my colleagues, an area widely known for its economic deprivation. Another is a Puerto Rican Island of Vieques, where unemployment levels have exceeded 50 percent over the past several years.

Mr. Chairman, the pleasant fact of the matter is that despite the fact that we are not where we should be in total numbers of dollars, the minority business programs of the Federal Government are working. We don't hear that very much as we clamor for more, but from time to time it is important for us to look back and recognize that these programs are working.

Over the past decade there have been $18 billion or so awarded through the 8(a) Program. If we included direct Government contracts, one-owner competitive basis, that figure over the past decade would be $25 billion. If we included subcontracts from major prime contractors, we are looking at something on the order of $30 billion over the past decade. This year alone we are looking at about $2½ billion through the 8(a) Program, $4 billion if we include the direct competitive requirements, and $5 billion plus if we include subcontracts from major corporations.

In the future, as you know, since you are a part of this effort, the Defense Department has established a 5-percent goal for minority business. This equates to about $6 billion per year in direct contracts, both 8(a) and competitive, another 2 or 3 billion in subcontracts, and perhaps another billion or so from the other Federal agencies, rolling up to about a $10 billion a year minority business program in the next few years. This does not include minority business participation in the Federal grant and aid programs around the country which probably roll up to another billion.

Over the past decade, and I am going to try to quantify this in a very rough nonacademic—this is not a scientific study. It is just trying to get a sense of the significance of these programs to the community. We estimate that these programs over the past decade have created 500,000 1-year jobs. At an average, one job created by each $50,000 in revenues received by these companies.

We feel this amounts to something on the order of about 50,000 permanent jobs. This year alone, the revenues generated by the minority business programs will sustain and create something on the order of 100,000 jobs created directly by minority businesses as a result of these programs. Over the next few years as the program builds up to about a $10 billion a year effort, we are looking at something on the order of 200,000 jobs created by minority businesses. Something on the order of 100,000 of those will wind up being held by minority business owners. We are all familiar, of course, that minority businesses tend to hire minorities in much larger proportions than nonminority business, so we feel that 100,000 jobs is a reasonable estimate.

If we estimate the average job as on the order of $10,000. These 100,000 jobs roll up to about $1 billion in salaries to minority people from minority business organizations throughout the United States. We feel this has a very, very substantial impact on the minority communities, their families, in terms of housing, education, food, shelter, health, all of those things necessary to stabilize the family and the community environment.

But beyond the direct impact, there is also the economic effects of the multiplier, if those dollars circulate 5 times over in the minority community before they leave the minority community, we are looking at a multibillion effect over the years. Each time a dollar circulates in other businesses, it creates jobs and sustains other minority businesses in those communities.

The models that I want to touch on today very lightly include the one in the South Bronx, Fort Apache. John Mariata, the president of that company, when we met that firm over 10 years ago, it had about $150,000 in sales, 9 or 10 people working there, the gentleman was a good manufacturer, but just simply had not had access to opportunities.

Over the past 10 years, I am pleased to report that that company has grown to in excess of $100 million a year in sales. It employs over 1,000 people, most of them low income residents of the South Bronx, most of them taken directly by John Mariata, and actually trained for high technology work in that area, and it is one of the real bright stories of minority business enterprise, and has been referred to as really a one-man enterprise zone right there in the heart of the South Bronx.

The other case study has to do with the Island of Vieques. The Navy has been using it for SALT training for years. It has created a lot of agitation down there, coupled with a lack of economic opportunity on the island, where unemployment has exceeded 50 percent for a long time. It was a very, very bad situation.

With Admiral Diagra Hernandez and the people at Fomento and the SBA and so forth, and some assistance by LAMA we were able to generate 175 jobs through a company by the name of Amortex which is a participant in the 8(a) program. Both of these things were accomplished through the vehicle of the 8(a) program which is the only vehicle through which you can actually direct procurement to a particular company in the Federal contracting arena.

We feel that the situation in Vieques with 175 jobs generated by this particular company, and the overall effort approaching 500 jobs, is obviously having a very, very desirable effect in terms of providing basic income through which people buy houses and put their kids through school and so forth. These are very, very important initiatives. Whereas, the figures I am giving you this morning need more research, this is not a scientific study we have engaged in, it certainly indicates that there is substantial power in these programs for creating economic development in the minority community.

So, in conclusion, what we are doing through these programs is we are creating strong minorities businesses. We are creating thereby employment for minorities in the minority communities. We are helping to solve serious economic problems at no cost to the Government. It is interesting that you hardly ever hear people talk about the benefit of minority business. We take people off the public welfare roles, and not only decrease the cost of public assistance, but turn these people into taxpayers so it has a double benefit in that regard.

These companies perform at no sacrifice of quality, delivery or cost to the Government, and there is a substantial impact on individual family and community welfare overall. I was impressed with the economic analysis that I heard Tony Brown talking about the other day and the multiplier effect in the community, and clearly we need more research in that area. But we at LAMA have initiated a scholarship fund. That is one of the things that we announced at our national issues conference a month or so ago, and just as a result of the statistics that I have heard here this morning, what I am going to do is at our next board meeting suggest that our companies, nationwide, through our organization, launch a summer job program for Hispanic youth in their respective areas around the county.

Thank you very much for the opportunity to provide this general overview. I hope it is of some usefulness. Thank you, Mr. Chairman.

Mr. **Hayes**. We thank each of you as members of the panel for your very informative and bold testimony that you presented to us. One of our responsibilities as members of this body is to vote, and the call has been sounded for a vote. We have 10 minutes to do it left. Now 1 is gone, so it is 9. My colleague just went to vote with the hope that he would be back in time for me to go, and we could continue our hearing without interruption.

I'm going to make the vote. If he doesn't get back, then we will have a brief recess, but it would be the next panel rather than you. I do have one question I may would like to raise of you, Mr. Barreto. You said Congress was not hearing——

Mr. **Barreto**. Excuse me.

Mr. **Hayes**. You said Congress had not been hearing some of the problems; that it took the tragic death of a couple of athletes to get us to see the drug problem, to begin moving. I agree with you, but what can we do to, I guess, make Congress more responsive to the needs of people, not just on the issue of drugs, but in the other areas of employment?

You indicated that the economic situation was the main responsibility that accelerates school dropouts. What can we do to make Congressmen more sensitive to this kind of an issue?

Mr. BARRETO. Members of Congress need to hire people who represent the ethnic/racial university of their constituents. Also, existing Members of Congress must press upon their colleagues to do this type of hiring to ensure that all segments of society are represented. In closing let me say that next week we will be getting together in Miami with all of our center managers to formulate the policy and to give some recommendations to Congress on that. That is the reason why we are pulling together the economists. We want the economists to really sit down and take a look at what is taking place with the community, the programs that have been implemented in the community, where they have been successful, where they have been unsuccessful, and to come out with the kind of recommendations that we feel Congress needs.

Hopefully that will spur Congress to increase the number of persons of Hispanic Puerto Rican origin that they employ in their particular offices, and we see that as a long-term effect. But in the short-term, what we will be doing is pulling together those economists, and then coming up with the kind of recommendations that you are looking for.

Mr. HAYES. All right. To the other members of this panel, I want to say, again, we appreciate your testimony. I just received a copy of yours, by the way, Mr. Arroyo, and I wanted to raise some questions about you said that there is no such thing as a Hispanic. We can talk about that a little more in private, because I have been on the wrong track apparently, and I would like maybe to have some time to discuss that with you in detail. If you have some information that you can supplement your statement with in this whole area of how we have been on the wrong track in this kind of terminology, I would appreciate it.

Thank you very much. I beg the indulgence of the panel of Ms. Jane Delgado, Carmen Bernal, Maria Garza, and Gloria Barajas. If you would take your seats up in the front, and I will run and vote, and my colleague undoubtedly will be back before I can get back, and we won't detain you too long.

[Recess.]

Mr. WHEAT [presiding]. We will now have Jane L. Delgado, president, the National Coalition of Hispanic Health and Human Services; Carmen Beatriz Bernal, State Director, Hispanics for Social Justice; Maria Luisa Garza, chief executive officer, Gulf Coast Council of La Raza; and Gloria Barajas, national president, Mexican American Women's National Association. Please proceed with your testimony, Dr. Delgado.

STATEMENT OF JANE L. DELGADO, PRESIDENT, THE NATIONAL COALITION OF HISPANIC HEALTH AND HUMAN SERVICES ORGANIZATIONS, WASHINGTON, DC

Dr. DELGADO. I must admit that whenever I talk about Hispanic issues, I'm used to not having too big an audience. I have extensive testimony that I have handed in. I want to talk about four major points.

The first one is the idea of data. Congresswoman Boggs talked about some things which are very important with respect to children, youth and families—teen suicide, infant mortality, teen pregnancy and things like that. When it comes to Hispanics and the kinds of data which we need, there are no national data on any of those topics. Because of that, often our issues get left out. For example, if you want to have data on teen suicide, you need national mortality data on Hispanics. We do not have that. Those data are not collected by States in any form which is compatible. They are collected based on a model which is promulgated by the National Center for Health Statistics.

Because we have no data on teen suicide, we find that when we are trying to show the case for Hispanic issues it is very difficult. We know that in Santa Clara County, 50 percent of the teen suicides are Hispanic, and that's much higher than the percent of Hispanics in the population.

In another area teen pregnancy. We run a teen pregnancy program in five sites throughout the country. Again, getting national data on Hispanics and teen pregnancy is very hard because birth certificates do not have a Hispanic identifier, so when we look at the race of the mother, it is very hard to tease out those facts.

In our program we have local data for each of our five sites. But when we try to present our case to HHS or to a funding source or to even Congress, it is very hard when we don't have the startling national figures that other groups and organizations may have. The area of infant mortality becomes even more important, because there you really need the mortality data and again, we don't have it. We don't know what the infant mortality rate is nationally for Hispanics, and the kinds of issues which are brought up in Congress are driven by national data. You know if you have a bill that you are trying to get different members to pass, you have to say what the national picture is, plus, if you are lucky, have some information for them. For Hispanics we don't have that.

What kind of impact do these things have on us; that we don't have the information? A perfect example is the area of drugs. Drugs have been a problem in the Hispanic community for a long time. Yet, the National Institute on Drug Abuse's teen survey does not offer a sample on Hispanics and does not give you any information on Hispanics. Plus they only look at seniors in high school in their teen surveys.

If you are a senior in high school, and if you are Hispanic, then you have come a long way, as you have heard from all the numbers this morning. So one of the problems we have is that we are consistently left out when it comes to any of these problems when it comes to services.

Child abuse and neglect is another area where there is a need for major intervention. We know that there are problems in the Hispanic community. The National Center for Child Abuse and Neglect does not have any effort to try to collect data on what is the incidence in Hispanics. COSSMHO runs a project in eight sites on child abuse and neglect, and we have found some interesting things. For example, in Hartford, when we look at child abuse we find that while Hispanics have the higher rates of physically abusing their children, it is non-Hispanics, whites, who are sexually abusing their children.

If you are developing programs, you need to target what resources you have to a certain population, and I think as we get more data this will be more possible. So as you can tell, my first concern is that when it comes to Hispanics the data are not there; that the Federal Government, the Department of Health and Human Services, does not collect the kind of information we need to drive the programs at the local level.

As was said before, I don't think I am saying that more Federal money should go to the local communities. I am saying, if you are going to have resources which are limited, you need to have the best information so that you can have those resources serve the populations which need it the most.

The second major problem that Hispanics have is that very often the kinds of programs which are available for Hispanics are available under the rubric of minorities. Under minorities, you have many groups, each having different kinds of infrastructures. Having been at the Department of Health and Human Services prior to my current position, one of the things which I found interesting is the Health Careers Opportunity Program.

Many of the research programs which were started in the sixties were started out building on the infrastructures of the historically black colleges. As the seventies came into being and Hispanics grew, what occurred was they tacked on Hispanics to the list of people who could be eligible for these programs. Since our infrastructures do not include those kind of institutions, it is very hard for Hispanics to apply for those monies. So what happens is that, yes, we can apply, but we don't have the mechanism. It is like telling someone you can drive on the highway, but the people don't have a car. That is exactly the kind of situation that we find ourselves in.

When you look at most of the drug bill, one of my concerns is most of those funds which were targetted to prevention activities were going to be aimed at States or educational entities. In the Hispanic communities, those entities have not been the ones who have been serving the communities.

Most of the people who spoke before me represented nonprofit, nongovernmental agencies. In the Hispanic community, that's where our strength has been at the local level. So if you want to have a program that is going to be helping the Hispanic community, funds have to be able to go to those agencies and organizations. So if you limit your legislation to States or educational entities remember those entities don't serve us, so it is not going to help the Hispanic community.

If we take aside the problem of not having much data, not having the infrastructures that Congress builds on when they try to help Hispanic communities, we can focus on what are the major problems that Hispanics have. Well, when we look—and my organization focuses on Health and Human Services—we can look at maternal and child health. Congresswoman Boggs asked the questions of low birth weight. Well, low birth weight may be a great predictor of infant mortality, if that is what you are looking for the black community and the non-Hispanic white community.

For the Hispanic community, it is a different situation basically because our incidence of low birth weight is not as high as in other groups. For example, Cubans and Mexican Americans have the same proportion of low birth weight babies as non-Hispanic whites. Puerto Ricans, though, have 50 percent higher. What we find is that low birth weight is not our major problem. Most of our babies die after the first year, after they are born, and it is of other things.

Now low birth weight in babies has also been correlated with weight of mother. Well, Hispanics are—especially Hispanic women—overweight, and if you are overweight you are not going to have a low birth weight baby. So there are other things going on which don't get teased out unless you have the kinds of data that I was talking about before. So we have maternal and child health as one concern, a second concern is drugs, and in the Southwest inhalants. We have to include those in our drug prevention activities. The act which Congress is acting upon next week only deals with illicit drugs. Inhalants are not illicit, so anything in prevention or treatment is out, and yet this is a major problem for our population, and the drug bill just passes right over it. It has been such a major problem that the State of Texas has taken very strong measures to try to address the problem of inhalants.

The next problem is diabetes. Diabetes is a major problem among Hispanic mothers and how it affects the birth outcomes and things like that. The final problem is AIDS which we find increasing. If you will look at the testimony that I prepared, we did it differently. Rather than give you plain statistics, we made up composite kids: Fernando from southern California, and Carmen from the New York area.

We took the health facts we had for kids and developed a composite. In New York, what we see having a major impact, is AIDS, and the intravenous drug use. We find that, nationally, Hispanics are 7 percent of the population, yet we are 14 percent of AIDS victims nationally, and 23 percent of the pediatric AIDS patients. We find that both blacks and Hispanics are highly represented in the intravenous drug cases of AIDS in the Nation. The New York data is driving the national data, so we have a real problem there.

If we look at all these things, I think that there is some positive research that can be done. I don't want to leave you with the impression that we have all these health problems, and we have all these issues that need to be worked out. There are some things about Hispanics that need to be looked at because other communities can learn some positive things about them. For example, I mentioned to you that diabetes is a very significant problem for Hispanics and that Hispanics are overweight.

Well, if you are a diabetic and you are overweight, you have a high likelihood of having a cardiovascular disorder of some sort. Well, for some reason, Hispanics tend to be in the normal range in that category, so things which are predictors for other groups are not predictors for Hispanics, so maybe there is something going on which can help another population. Maybe there is something in our diet or what we do that protects us and that can be used in trying to work with problems of other people.

These are just some of the things I want to emphasize. In my testimony, I had four major recommendations. I only want to say three, because I think these are the three most important ones. The first one is in Congress you need to insist upon having reliable data, and that means that you have to insist that the agencies collect the data that they are supposed to collect and make it available to you and analyze it. A lot of data is collected and is not analyzed. Right now we have $24 million that was spent collecting Hispanic data, and no one is spending much money to analyze it, maybe $1 million. That is not very much.

The other thing is to target programs and research efforts to include Hispanics. That has to do with infrastructure, that I spoke about. Finally, and I appreciate being here, is to make Hispanic concerns a part of all hearings and inquiries. If it involves children, youth, and families, that involves us. Thank you very much.

[Prepared statement of Jane Delgado follows:]

Prepared Statement of Jane L. Delgado, Ph.D., President, COSSMHO, the National Coalition of Hispanic Health and Human Services Organizations

Good Morning, Chairman Miller and members of the Select Committee on Children, Youth and Families. It is a pleasure to be invited on the occasion of Hispanic Heritage Week to address this committee on the topic of health in the Hispanic community.

Let me begin by clarifying some myths which are often held:

HISPANICS ARE ALL VERY DIFFERENT.

Hispanics may differ in the country to which they trace their ancestry, however, as a whole Hispanics tend to be more alike to each other than they are to non-Hispanic whites. The differences which are used to describe the various subgroups may be readily ascribed not to any inherent difference but to the differences in how each group has been treated politically by the U.S. For example, there are major variations in how the U.S. provides health services to a person depending on whether they are refugees, residents of a Commonwealth, descendants of the Conquistadores who settled in North America four hundred years ago, immigrants from the turn of the century or undocumented workers.

HISPANICS ALL SPEAK DIFFERENT LANGUAGES.

Hispanics vary in their ability to speak, read, and write in Spanish. Additionally, there may be regionalisms which need to be taken account. However, Hispanics who speak Spanish tend to understand each other as is evidenced by the loyal viewers of SIN programming from throughout Latin America.

HISPANICS ARE ONLY A SMALL PART OF THE POPULATION.

Hispanics are only 7% of the national population (this does not include the 3 million persons who reside in Puerto Rico) but they are up to 26% of the population in each of the nine States where they are typically found. Moreover, the dramatic population growth of 6.1% annually ensures an ever growing Hispanic presence in the continental United States.

HISPANICS DO NOT GO TO HOSPITALS - THEY PREFER FOLK MEDICINE.

In the absence of health care systems which reach out or include Hispanics there has been a reliance on alternative providers of health care. When given the opportunity, however, Hispanics will participate in the full range of health care services and prevention activities which are available to them.

THE PRIVATE SECTOR WILL PICK UP THE SLACK.

Major voluntary organizations have not sufficiently responded to Hispanic issues as their activities have been typically limited to sponsoring conferences, translating brochures into Spanish, and engaging in rhetoric. To be successful and reach the Hispanic community, these organizations must help to build infrastructures in the Hispanic community. At the same time Hispanic and non-Hispanic professionals need to get the resources to do their jobs. In contrast, with the notable exception of providing scholarships, for-profit organizations are often motivated by the provision of products which may be undesirable for a community, e.g., tobacco.

While keeping all these myths and realities in mind, let me share with you some of COSSMHO's concerns.

I have just returned from COSSMHO's Sixth Biennial National Hispanic Conference on Health and Human Services, an event that drew over 700 health and human service providers working with our Hispanic communities. Many of the issues of concern to this committee were discussed in the more than 50 workshops we sponsored.

The conference also marked the first meeting of a select group of researchers who are collaborating with COSSMHO in the Hispanic Health Research Consortium. Through this new program, we are funding research in topics such as the health and nutritional status of Hispanic children; patterns of health services utilization; risk factor prevalence; the relationship of culture and language to health outcomes; and the epidemiology of certain diseases. As I note later in this statement, the understanding of Hispanic health is still constrained by a lack of data. However, we have made health research a priority and will have significant new studies emerging over the next 24 months.

Making health issues a priority is crucial, as many of the programs initiated in the 1960's were designed to build on the strengths of Black institutions such as the Historically Black Colleges. These programs do not sufficiently take into account the infrastructures which do or do not exist in Hispanic communities. Thus, programs such as MARC and MBRS are targeted to four year institutions of higher learning with over 50% minority enrollment while Hispanic oriented organizations tend to be non-profit non-governmental institutions. These factors must be considered so as to appropriately tailor the programs to Hispanics. All too often Hispanics and other groups are merely tacked on to a list of eligible entities without recognizing the unique organizations which exist for a particular group or community.

It is important to keep this in mind, as throughout this hearing you will be reminded of the grim statistics describing Hispanic communities - the high drop out rates, the growing poverty which traps over a third of our children, and the drug abuse of epidemic proportions. All of these conditions have persisted despite an abundance of programs because these programs have failed to take into account the realities of Hispanic communities.

Based on COSSMHO's work and on our conference, the list of critical problems includes diabetes, AIDS, teen pregnancy, child abuse, family violence, and the incarceration of our youth. Although many of these issues have been spotlighted by the national media or have been the focus of special public sector initiatives, the concerns of Hispanics have been less visible and less frequently dramatized than those of other groups.

In fact, the health problems of the Hispanic population are quietly eroding the strength and vitality of the nation's youngest and fastest growing minority population. It is that very youthfulness which too often obscures these underlying problems. But more importantly, for too long those responsible for health policy, programs, and planning have simply failed to look at the population seriously while asking the right questions.

The Constraints on Policy Analysis

Decades of inattention to Hispanic health have resulted in a health care system which is not designed to yield national data on Hispanic health status, service utilization, or risk factors. Consequently, there is no national data available on Hispanic infant mortality; most risk factor studies do not adequately sample Hispanics; national Hispanic mortality data does not exist; and Hispanic utilization of primary care, hospitals, and other services can not readily be tracked.

In five to ten years the data scenario will be quite different, though, if current promises are kept. COSSMHO has worked diligently with the National Center for Health Statistics (NCHS), the National Center for Health Services Research (NCHSR), and others within the Department of Health and Human Services (HHS) to assure better data collection. Thus, in 1989, HHS will provide States model birth and death certificates which include a uniform Hispanic identifier. NCHS, which so ably conducted the landmark Hispanic Health and Nutrition Examination Survey (H-HANES), plans to oversample for Hispanics in HANES III and NCHSR plans to oversample for Hispanics in the upcoming National Medical Expenditure Survey (NMES). In addition, NCHSR is exploring data availability through the massive Hospital Study Program, which includes 20 million patient discharge abstracts of hospital stays.

Throughout the government we are finding earnest commitments to learn more about Hispanic health. The data collection and analysis will not be possible, however, unless there is a consensus across the executive and legislative branches that this knowledge is essential. Otherwise, funds simply will not be made available to address Hispanic issues.

This Committee should be concerned about data availability so that you can judge for yourselves what are the trends within the Hispanic population. This Committee should be concerned on how existing data is being used. We will be happy to come back to you in 18 months and present the findings of our researchers who have analyzed Hispanic HANES and looked at child nutrition and development, alcohol and drug abuse prevalence, health services utilization, and the epidemiology of disease. However, you should know that a shortage of funds means that right now many aspects of H-HANES will never be analyzed even though the government has invested $24 million in data collection. If NCHS is not allocated funds for data analysis the valuable tapes will be wasted as they sit unused on shelves.

The Health of Hispanics As We Know It Today

For each of the four key Hispanic subgroups - Mexican Americans, Puerto Ricans, Cubans, and Central/South Americans, the health picture is unique. Factors of age, income, and the characteristics of the health care system in diverse geo-political settings all contribute to the differences. For instance, Hispanics in New York (predominantly Puerto Ricans) have high enrollment rates in Medicaid and have access to a wide range of public health services. However, Hispanics in Texas (predominantly Mexican Americans) have low enrollment rates in Medicaid. These differences may be readily attributed to the more stringent eligibility requirements in Texas as compared to New York which result in vastly different utilization of health services.

Despite these sometimes profound differences, several generalizations can be made about Hispanic health:

- exposure to risk factors such as alcohol, drugs, smoking, and obesity is high;
- knowledge of preventive measures and utilization of preventive care are both low;
- coverage by private insurance or Medicaid/Medicare is less frequent than among either blacks or non-Hispanic whites.

More specifically, some of the indicators of excessive exposure to risk factors include:

- obesity and conditions of overweight, with Hispanic men more likely than black or non-Hispanic white men to be overweight and with Hispanic women as likely as black women to be overweight;
- self-reported smoking patterns that, among Hispanic men, are as high or higher than among non-Hispanic white men;
- rates of arrest for alcohol-related offenses that far exceed those for blacks or whites nationally;
- a continuing problem with drug abuse; a problem which is captured by State initiative, e.g., The Texas Commission on Inhalant Abuse but neglected by national institutions, e.g., the National Institute on Drug Abuse which does not oversample for Hispanics in their national surveys.

Data on risk factor prevalence is particularly sketchy for the Hispanic adolescent population, but again there are indicators of potentially critical situations. Small studies in Los Angeles show that Hispanic boys are four to five times more likely than other young boys to be smokers by fifth grade. The juvenile arrest data for alcohol and drug-related offenses, likewise, points to major problems in substance abuse among Hispanic youth.

Studies by the American Cancer Society add another troubling dimension to the risk factor aspect of Hispanic health. A national survey by ACS revealed that Hispanics are less likely than non-Hispanic whites to be aware of the early warning signs of cancer; to know of the benefits of regular check-ups; and to believe in the efficacy of preventive measures. Similar trends have shown up in studies of hypertension among Hispanics. The inattention to prevention is also confirmed in data on utilization of prenatal care. Nationally, Hispanics are less likely than either black or non-Hispanic white women to use prenatal care in the first stages of pregnancy. Other data indicate that Mexican Americans - the largest of the Hispanic subgroups - make few physician visits and have a pattern of infrequent preventive care visits.

The overall use of health care services varies widely by Hispanic subgroup, with Puerto Ricans and Cubans having a higher average of physician visits per year than non-Hispanic whites. In the case of Puerto Ricans, it is important to note, however, that they also report more days of disability and more acute conditions on an average annual basis. For Mexican Americans, the average number of physician visits per year is lower than among non-Hispanic whites.

The combination of these factors - high risk factor prevalence (including an increasing exposure of youth), lack of preventive practices or preventive care, and limited access for some groups to health care services - can only lead to the conclusion that the youthful Hispanic population faces a future of threatened health.

To date, the actual impact on health status is not being measured in mortality data, with a few exceptions. The evidence from the Southwest is clear and conclusive that diabetes is three to five times more prevalent among Hispanics and a greater contributor to death for Hispanics than for non-Hispanic whites. Cirrhosis of the liver is more likely to be a cause of death for Hispanics than non-Hispanic whites. Among Puerto Ricans, infant morality rates are over 50% higher than for non-Hispanic whites. Finally, the most shocking of all health status data is the fact that 14% of all AIDS cases are found among Hispanics, as are 22% of the pediatric cases of AIDS. By 1986, half of the Hispanic AIDS cases in Southern California were among bisexual men.

There is little reason to believe that, on a population-wide basis, health status will improve - or even remain static. Instead, one can only look to worsening health as Hispanics age and the cumulative effect of risk factors and infrequent medical care builds.

A Generation at Risk

If we can project ourselves to the year 2000, as we tried to do in our recent conference, it is possible to look back over the health history of those Hispanics turning 30 in that year and who should then be in the prime of their productive, family-raising years. This is the generation that is just now - in 1986 - entering the last years of adolescence and facing new challenges of adulthood. Let me present two composites suggesting the types of problems this generation will have faced.

Fernando, born in Southern California in 1970, was the fifth of six children in his family. As such, his birth was a high-risk one; his mother was then 34 years old. Luckily, no birth defects or developmental disabilities resulted. The working class family had no insurance and no family physician. Medical care was limited to occasional visits to public clinics and consistent with one-third of all Mexican American children, Fernando probably had no physician contact on an annual basis. Likewise, Fernando and about a third of the Mexican American children had no dental care.

By the time he reached fifth grade, Fernando was a steady smoker. By the tenth grade, he was also a frequent user of alcohol; several of his friends were charged with juvenile offenses for alcohol-related offenses. Unlike more than 50% of boys his age, Fernando finished high school. By that time, he was sexually active and had had a series of contacts with local STD clinics; gonorrhea and syphilis, while becoming less common among non-Hispanic whites, remained high in black and Hispanic communities in Southern California - despite the growing AIDS epidemic in the mid 1980's.

Married at age 20, Fernando raises a family of three children by the time he turns 30 in the year 2000. Like his father, Fernando will have no health benefits from his employer and the family depends upon neighborhood health centers and public clinics for services. He has put on 30 pounds over the years, but had never been screened for diabetes or hypertension. Patterns of smoking and drinking continue. Fernando is approaching the critical points in adulthood, when risk for diabetes is greatest and when the long-term effects of drinking begin to become evident. With no incentives on the job, no regular health care contacts, and no motivation from friends and family, it is unlikely that the future will bring any reduction in the risks he faces.

A second case is Carmen. Carmen was born in New York in 1970. Her mother was 16 at the time of her birth; Carmen weighed less than 2500 grams - a low-birth weight baby. Although never diagnosed as having developmental problems, Carmen remained below the norm for height and weight throughout the first two years of her life. As a child in a AFDC and Medicaid-eligible family, she had access to health care on a regular basis. Like other children in her generation, she was more likely to be hospitalized than non-Hispanic white, black or other Hispanic children. Disabling illnesses were frequent among her mother and other relatives. Like her mother, Carmen became sexually active at an early age - by age 14 sexual intercourse was a routine part of her life. Drugs were also introduced early, and the crack epidemic hit her New York neighborhood just as she turned 16. Her first child was born shortly thereafter and showed the effects of addiction at birth - the result of Carmen's drug use during pregnancy. She had not gone for prenatal care until the sixth month; the baby was born with motor-impairment and other mild disabilities.

By age 20, Carmen will have almost a dozen friends in New York die of AIDS. Although she never used intravenous drugs, several of her ex-lovers were users. None have been tested for exposure to the virus. One of her cousin's has had a child born with the virus; the child dies within two years and the mother within four.

Despite the risk, Carmen has two more children in the 1990's. All remain free of AIDS, but, like the first birth, there is little prenatal care and there is continued exposure to risk factors, including alcohol, smoking, and some drug use during pregnancy.

By the year 2000, the family remains a single-person head of household, with three young children. While access to health care is ensured as Medicaid continues, the elimination of preventive services suggests that they will enter adolescence as uninformed as their own mother had been, and that their risk for future illness and poor pregnancy outcomes will remain.

While these two examples are statistical composites, they do not include the worst-case scenarios. In fact, many of this generation will succumb to violent death or to drug-related causes. The impact of the AIDS virus, prenatal drug use, and other factors on their children has been minimized in these scenarios. In addition, the result of childhood malnutrition has not been taken into consideration.

If there were other evidence that the this generation now coming of age would benefit from increasing income, higher educational achievement, and improvements in access to health care, the future might be brighter. But there is little room for optimism with growing poverty, continued high drop-out rates, epidemics of drug abuse and AIDS, the deterioration in public health services, the inability of the largest voluntary organizations to make a meaningful response to the Hispanic community, and the at best cursory response by the private sector.

In Response - COSSMHO Efforts

Health Research: In order to encourage research on Hispanic health issues COSSMHO launched the Hispanic Health Research Consortium in September of 1986 and awarded $300,000 in fellowships to five teams of researchers throughout the U.S. and Canada. A second announcement will be forthcoming in March of 1987. It is intended that additional funds be provided by HHS to continue the fellowship program. Additionally, COSSMHO continually meets with government officials to encourage more research on Hispanic health.

Teen Pregnancy Prevention: The Concerned Parents Program is a program in several sites (Albuquerque, Boston, Kansas City, Los Angeles, Miami, San Juan, and San Antonio) which trains parents so they may successfully talk to their children about sexuality, responsibility and other topics. A second part of the program involves developing a curriculum which may be used for training Hispanic parents throughout the country.

Health Promotion: COSSMHO is spearheading an effort with other national health organizations, e.g., AMA, ACOG, ANA, and ACFP, to develop materials for training non-Hipanics health professionals to work with Hispanic communities. Additionally, COSSMHO is developing plans for programs aimed at the prevention of alcoholism, non-insulin dependent diabetes, and the promotion of health among mothers and their children.

AIDS Education: The COSSMHO conference included seven hours of workshops focused on AIDS. COSSMHO also has plans for several media products and will provide technical assistance to local agencies.

Youth Services: Project Hope focuses on the prevention of physical and sexual abuse of children. This national demonstration in eight sites (Albuquerque, Elizabeth, Guadalupe, Hartford, Houston, Las Vegas, Sacramento, and Salt Lake City) has been tailored to meet the resources and needs of each community. The activities cover a broad range from the provision of direct services to the licensing of Hispanic homes for foster care.

Issues for Congressional Oversight

While it is important for this Committee to listen to concerns as articulated by Hispanic leaders, it is probably even more important to take the next step and put hard questions to the officials in charge of programs relevant to these concerns. I would offer these immediate questions:

> What assurances can HHS provide for future funding for analysis of the H-HANES tapes, beyond the existing commitment now yielding results?
>
> Why are there no federally-funded, Hispanic-focused programs in AIDS education, despite a gross overrepresentation in the national case load?
>
> Why is there no national diabetes prevention program for Mexican Americans, when we know that diabetes is three to five times more prevalent in that population than in non-Hispanic whites?
>
> How can there be no attention to the aggressive marketing of tobacco products among Hispanic youth when the federal government has campaigned long and hard to reduce smoking in the general population?

Why are federal anti-drug programs ignoring one of the biggest abuse problems for Hispanics - inhalants? Why is so little being done in prevention and so much in law enforcement?

When the Hispanic community has the highest fertility rate of any group in the country and a teen pregnancy rate of over 20%, why do so few Hispanics benefit from the millions of dollars awarded by the Maternal and Child Health SPRANS program supported by the federal government?

Given these questions and the answers which I know too well, I would make these recommendations to the Committee for your future hearings:

1. Make Hispanic concerns a part of all hearings and inquiries, not just a highlight for Hispanic Heritage week.
2. Insist on having reliable data for your purposes. More can be done with existing sources if pressure is sufficient to make the resources for analysis available.
3. Hold the federal government accountable for adequately addressing Hispanic health needs and make certain that the reports which are provided do not have statistics which distort the reality which exists. For example, language in the 1986 appropriations bill for MCH calls for attention to Hispanic MCH needs and yet there has been no follow-up by Congress to ensure that there was any new activity.
4. Target programs and research efforts to include Hispanics.

It is our hope that in the coming year you will act favorably and address our concerns and recommendations. Thank you.

Mr. **Wheat**. Thank you for your testimony, Dr. Delgado.
We would now like to hear from Carmen Beatriz Bernal.

STATEMENT OF CARMEN BEATRIZ BERNAL, STATE DIRECTOR, HISPANICS FOR SOCIAL JUSTICE, EL CAJON, CA

Mrs. **Bernal**. Good morning. I am Carmen Beatriz Bernal, co-chair and founder of Hispanics for Social Justice in California. I am a wife, a mother of 14 children and one adopted makes 15. I am a teaching sociologist at the University of San Diego, and I also teach at the University of Baha California in Mexico where I cross the border three times a week. I also lived in Mexico for 21 years after I was married, and believe me, I know my people.

We are a statewide organization of Spanish-speaking citizens who seek to promote social justice and protest and expose any programs or policies which undermine the rights of Hispanic people in the United States. Our community outreach is predominantly to the poor, but the outcry we launch is to the affluent and the influential, those who hold political power over others, especially us.

We address the most pressing problems which affect the most vulnerable within our community—women and youth. We do not have and do not seek Government money, but we do cooperate with Government agencies as resources in the community. In the course of a normal day, we might assist new immigrants in finding housing, work, medical attention, school enrollment, and legal aid for the incarcerated or who otherwise need it.

Our endeavors also include the returning of undocumented Hispanics to their place of origin by paying their fare after contacting their families wherever in Latin America to insure that their acceptance back into the home is not to be a reproachable encounter. In San Diego alone, we have group sessions of Hispanic women, 109 right now to be exact, who are post-abortive and have had a terribly heavy psychological burden to bear due to the remorse and guilt of going through with their abortions. Hispanics are not so inclined as to do away with their offspring without having severe after effects.

Since our commencement, we have counseled and helped 583 post-abortive girls and women whose ages ranged from 12 to 69. The people whom we serve are often immigrants who are typically undereducated, hard-working, anxious for employment, religious, and strongly concerned about the family. They come here for opportunity, but they are also aware that this country imposes cultural influences which are detrimental to the well-being of the Hispanic family—sexual permissiveness, teen gangs, drugs, divorce, and general disrespect for family life and children.

Women are keenly aware of this country's antinatalism and contempt for large families. How often does someone conjure up the image of a poor, bedraggled Hispanic mother with a collection of various sized children who, poorly dressed, can barely smile through their poverty-stricken background. The Hispanic with dignity thinks that this image is presented far too often.

The greatest injustice perpetrated against the Hispanic in this country has been the imposition of antifamily policies through Government-funded agencies. If you wish to destroy the Hispanic culture, you must first destroy the Hispanic family. The Hispanic family has a mother and father, and not mere partners or live-in mates. The Hispanic reveres family, marriage, fidelity, and the procreation of children as a blessing.

Although we might appreciate finer clothes, better housing, a functional automobile and a nice vacation, our deepest values are imbedded in the less tangible, more endearing elements of our family relationships.

Of course, we have our "Vendidos," Hispanic people who sell out their own because of personal ambition, and we also have those who are so misinformed and eventually betray us with best of intentions. As the Hispanic community in California and across the Nation awakens to the more sophisticated prejudices against us, and as we become a voting majority, I predict that there will be a strong renunciation of present oppressive social-political policies.

We are aware that the leadership for the elitest population control programs center around Beverly Hills, CA. Why would powerful elements from Beverly Hills want to control the Hispanic population? There are policies toward the Hispanic that are totally racist, and I would like to call attention to the fact that Nuremberg denoted genocide, as defined at Nuremberg, attempts to limit or control reproduction of a race or ethnic group. Hispanics are white; that's for sure, but we are an ethnic group, and therefore genocide is considered anything to control a certain ethnic group or race.

We must repudiate these racist policies that they initiated and cut off public funding for this politically motived, human assault and work for the repair and restoration of the Hispanic family. This select committee and the Congressional Hispanic Caucus have an obligation to begin to provide new leadership. If we are persecuted by strangers, we have coped in the past and will survive. But to be annihilated by our own who pretend to be leaders in our name is despicable. What name could we possibly call them?

The greatest exploitation, the most corrupting weapon used against the Hispanic community has been the war waged by Planned Parenthood, World Population and their allies to control both the State and Federal offices of family planning. In San Diego, for example, California State contracts with birth control industry directly state that 350 Hispanic men and women will identify at least three community resources for birth control and abortion referrals.

I present to you exhibit A which are contracts for hundreds of thousands of dollars targeting directly Hispanics, and they are mentioned here as targeted. If this isn't racist, I don't know what is. These same contracts which I now exhibit before you and would be more than pleased to have you browse through them, are the same contracts that the birth-controllers use to spell out how they will march their armies into our schools, community service centers and even our apartment buildings.

Here is another example, Vianwebba Apartments in San Isidro, CA. These same contracts—this is just one of them—have been targeted. Vianwebba is owned by the Catholic Church, subsidized by the Catholic Church as low income where people can pay $35, maybe $40 a month to have an apartment of two bedrooms, for instance. Even though it belongs to the Catholic Church, they will infiltrate, without the knowledge of the church, and bring in their abortion and their birth control methods into these apartments, and categorically target Hispanics as stated in the contracts.

Another birth control contract with Planned Parenthood of Orange County for over $280,000 states the objective for Spanish-speaking people to describe three differences between traditional Hispanic roles and values and those of contemporary U.S. culture and three ways to positively handle the conflict. Throw this at a minor, a 13-, 14-, or 15-year-old, putting in conflict his values learned at home toward what he is now learning in school, and you have a disruption of family life—$280,000.

Our research into these Government population control contracts show that a majority were directed against Hispanics and other so-called minority peoples like blacks, newly-arrived Asians and native American Indians. I have those also on request for anybody who wishes them.

Almost every Government contract was with Planned Parenthood or an allied organization, almost every Government contract. The annual budget for this racist program is roughly $35 million from the taxpayers, we paid for this racist practice to target Hispanics and blacks, and all the other minorities. Samples of offensive literature are characteristic of this multimillion-dollar program to reduce the number of Hispanic people by instilling antifamily, antilife thinking in our young.

I submit samples of literature for your review. Take note of this muscle-bound, T-shirted, macho Mexican or Hispanic man with a tattoo that says a Vasectomy. The message is that macho Hispanic men are more macho when they are sterilized. I can get copies for whoever wants one of those. That is put out by Planned Parenthood, North Figeroa, in Los Angeles directed to the Hispanic.

Why is it so easy for the Hispanic women to get emergency medical cards for abortions, yet have to race from one hospital to another to find someone who will deliver an already crowning baby? Why do Government officials look the other way when Hispanic mothers die in abortion mills. Last year we learned of at least two Hispanic mothers who died from legal abortions in the mill of Dr. Edward Allred, the Nation's biggest abortionist by income in volume of deaths. His facilities have a long record of violations of the State health and safety code. Here are the State health and safety codes that he has violated and just some of the malpractice suits against him. I would be happy to share those with anybody.

Yet there were no prosecutions over these deaths, no shut down of his chain of 24 abortion sites. Allred was the one who stated in the San Diego Union on October 12, 1980, "I will do anything to stem the Hispanic tide into the United States, in parts of south Los Angeles having babies for welfare is the only industry the people have," said Allred. "Take the new influx of Hispanic immigrants. Their lack of respect for democracy and social order is frightening. I hope I can do something to stem that tide. I would set up a clinic in Mexico for free if I could." Abortion in Mexico is outlawed, therefore he can't do that. "Maybe one in Calexico would help." He has already done that. "The survival of society could be at stake," stated Allred. There is more to that if anyone wishes to see it.

The State pays him millions of dollars every year to continue his racist push against us. I offer in evidence the copies of the death certificates of these two victims—one a 16-year-old, and the other a 43-year-old mother of five, both Hispanics. No prosecutions were ever taken into consideration or pursued, and while Allred's report on the death certificate is one thing compared to the autopsy report done by the official coroner.

In California, we have an ongoing battle speaking of which if this had happened to a Anglo-American, I guess the feminists would be on their toes saying, "My goodness, we are dying off," just as they said when they started legal abortion. Women are dying off in the illegal mills, so now we have to legalize abortion. Well they are dying off in the legal mills. I would like to have something done about that, the only problem is because they are Hispanic.

In California, we have an ongoing battle against the school-based clinics that somehow are to be strategically placed in predominantly Hispanic populated areas, as is the southeast section of San Diego. The Hispanics made a showing of resistance because once a Hispanic is informed, there is nothing stopping his or her power. We are a force to be contended with, and the Hispanic leadership must realize that under no circumstances can they sell out their own without consequences.

It is no longer business as usual. We want the Hispanic caucus and the members of this committee to take a firm stand against all racist policies, whether they are wrapped in the rhetoric of freedom and rights or blatantly visible as destructive. Your highest and most urgent priority, if you are concerned about Hispanics in this country, is to get Government out of the population control business, to vote against the funding of Government-dependent organizations like Planned Parenthood, World Population, and to get the social political partisanship out of our schools.

Every piece of data stated here by me is documented. The documentation is available on request. Copies can be sent to anyone who solicits the material in writing, and in my statement there is the address where to send it to. Thank you.

[Prepared statement of Carmen Beatrice Bernal follows:]

Prepared Statement of Carmen Beatrice Bernal, Co-Chair and Founder of Hispanics for Social Justice in California

I am Carmen Beatriz Bernal, co-chair and founder of HISPANICS FOR SOCIAL JUSTICE in California.

We are a state-wide organization of Spanish speaking citizens who seek to promote social justice and protest and expose any programs or policies which undermine the rights of Hispanic people in the United States. Our community outreach is predominately to the poor, but the outcry we launch is to the affluent and the influential, those who hold political power over others.

Our organization is still in the formative stages and we are all volunteers. Our immediate goals have been to address the most pressing problems which affect the most vulnerable within our community---women and youth. We do not have and do not seek government money but we do cooperate with government agencies as resources in the community. In the course of a normal day we might assist new immigrants in finding housing, work, medical attention, school enrollment for children in stictly English speaking schools. We have seen and proven that children in schools with the program of English as a Second Language have more problems scholastically than those who are placed,as is done in other parts of the world, in the language of the new country. Our endeavors also include the returning of undocumented hispanics to thier place of origin by paying their bus fare or on occasion air fare after contacting their families,wherever in Latin America, to ensure that their acceptance back into the home is not to be a reproachable encounter.

In San Diego alone, we have group sessions of Hispanic women who are post abortive and have had a terribly heavy psychological burden to bear due to the remorse and guilt of going through with their abortions. Hispanic women are not so inclined as to do away with their offspring without having severe aftereffects. Since our commencement, we have counseled and helped 583 post abortive girls and women who's ages range from 12 to 69. Even women who have had abortion when abortions were not legal in the United States. We help pick up the pieces.

The people whom we serve are often new immigrants who are typically undereducated, hard-working, anxious for employment, religious and strongly concerned about the family. They come here for opportunity but are also aware that this country imposes cultural influences which are detrimental to the well-being of the Hispanic family---sexual permissiveness, teen gangs,drugs,divorce and general disrespect for family life and children. Women are keenly aware of this country's anti-natalism and contempt for large families. How often does someone conjure up the image of some poor, bedraggled Mexican mother with a collection of various sized children and who poorly dressed can barely smile through their poverty-stricken background. The Hispanic with dignity thinks that this image is presented far too often. We realize that we have become a target for hatred.

The greatest injustice perpetrated against the Hispanic in this country has been the imposition of anti-family policies through government funded agencies. If you wish to destroy the Hispanic culture, you must first destroy the Hispanic family. The Hispanic family has a mother and father, not mere partners or live-in mates. The Hispanic reveres marriage, fidelity and the procreation of children as a blessing. Although we might appreciate finer clothes, better housing, a functional automobile, and a nice vacation, our deepest values are embedded on the less tangible, more enduring elements of our family relationships.

Of course, we have our "Vendidos", Hispanic people who sell out their own because of personal ambition and we also have those who are so misinformed and eventually betray us with best of intentions. As the Hispanic community in California and across the nation awakens to the more sophisticated prejudices against us, and as we become a voting majority, I predict that there will be a strong renunciation of present oppressive social-political policies. We are now aware that the leadership for the elitest population control programs centers around Beverly Hills, California. Why would powerful elements from Beverly Hills want to control the Hispanic population? Their policies toward the Hispanic are totally racist and if they wish to atone for the past and on-going present, they must repudiate these racist policies that they initiated and cut off public funding of this politically motivated human assault and work for the repair and restoration of the Hispanic family. This Select Committee and the Congressional Hispanic Caucus has an obligation to begin to provide new leadership. If we are persecuted by stangers, we have coped in the past and will survive; but to be annihilated by our own, who pretend to be leaders in our name, is despicable. What name can we give them ? The greatest exploitation, the most corrupting weapon used against the Hispanic community has been the war waged by Planned Parenthood,World Population and their allies who control both the state and federal offices of Family Planning. Few people realize how broadly invasive their evil programs are. In San Diego, for example, California contracts with the birth control industry directly state that " 350 young Hispanic men and women will identify at least three community resources (for birth control and abortion referrals)". These same contracts, which I now exhibit before you and would be more then pleased to have you browse through them, are the same contracts that the birth controllers use to spell out how they will march their armies into our schools, community service centers, and even our aprtment buildings and categorically target Hispanics as stated in the contracts. Another birth control contract with Planned Parenthood of Orange County ($280,133) states an objective for Spanish-speaking people "to describe three differences between traditional Hispanic roles and values and those of contemporary U.S. culture and three ways to positively handle the conflicts". Our research into these government population control contracts showed that a majority were directed against Hispanics and other so-culled minority peoples--Blacks, Newly arrived Asians and Native American Indians. Almost every government contract was with Planned Parenthood or an allied organization. The annual budget for this racist program is roughly $35 million from the taxpayers.

Samples of offensive literature are characteristic of this multimillion dollar program to reduce the number of Hispanic people by instilling anti-family,anti-life thinking in our young. We understand that abortion and other anti-family practices are legal and so is sterilization but just because it's legal we don't believe that a minor or an adult should be proseytized into such sterilizations only on the premise that it is legal. I submit two samples of literature for your review. Take note of the muscle-bound,tee-shirted, heavily moustachioed Hispanic man with the ornate tatoo that says "VASECTOMY". The message is that macho Hispanic men are more macho when they are sterilized!This year, Planned parenthood of Santa Cruz, California sought to develop an anti-Hispanic video tape with $20,000 from public funds, but the film was so prejudiced, so stereotyping that a Gov. Deukmejian administrator caught it and rejected it.It was to be used in our schools to indoctrinate our youth.Why is it so easy for the Hispanic women to get "emergency Medi-Cal cards" for abortions yet have to race from one hospital to another to find someone who will deliver a crowning baby? Why do government officials look the other way when Hispanic mothers die in abortion mills. Last year, we learned of at least two Hispanic mothers who died from legal abortions in the mill of Dr. Edward Allred, the nations biggest abortionist by income and volume of deaths. His facilities have a long record of violations of the state Health and Safety Code, yet there were no prosecutions over these deaths, no shut down of his chain of 24 abortion sites. Allred was the one who stated in the San Diego Union on Oct. 12, 1980, that his personal motivation for committing abortion: to " stem the tide of Hispanics who come across the border". The state pays him millions of dollars every year to continue his racist push against us. I offer in evidence the copies of death certificates of these two victims. One a 16 year old, the other a 43 year old mother of five; both Hispanics.

In California, we have an on-going battle against the school-based clinics that somehow are to be "stategically placed" in predominately Hispanic populated areas as is the southeast section of San Diego. The Hispanicas made a showing of resistance, because once an Hispanic is informed there is no stopping his or her power. We will employ the democratic process as we did for the school based-clinics in San Diego and prove, as we did then, that Hispanics have a voice and when united, will be heard as one. We can no longer tolerate racist practices and we are awakening to thr threat aimed at our families. We are a force to be contended with and the Hispanic leadership must realize that under no circumstances can they sell out there own without consequences. It is not business as usual any longer.

We want the Hispanic Caucus and the members of this committee to take a firm stand against all racist policies whether they are wrapped in the rhetoric of freedom and rights or blatantly visible as destructive. Your highest and most urgent priority, if you are concerned about Hispanics in this country, is to get government out of the population control business, to vote against the funding of government dependent organizations like Planned Parenthood World Population, and to get the social-political partisanship out of our schools.

Every piece of data stated here,by me, is documented. The documentation is available on request. Copies can be sent to anyone who solicits said material.

Send requests to:

Hispanics For Social Justice
2496 Colinas Paseo
El Cajon, CA. 92021

Mr. **Wheat**. Mrs. Bernal, we appreciate your taking the time to testify. Our next witness will be Dr. Maria Luisa Garza.

Dr. Garza, we will be pleased to hear your testimony now.

STATEMENT OF MARIA LUISA GARZA, CHIEF EXECUTIVE OFFICER, GULF COAST COUNCIL OF LA RAZA, CORPUS CHRISTI

Ms. **Garza**. Thank you, Congressman Wheat. I would like to thank the Select Committee on Children, Youth and Families for inviting me here today to testify. My name is Dr. Maria Luisa Garza from Corpus Christi, TX. I am the chief executive officer of the Gulf Coast Council of La Raza, a community-based organization, charter affiliate of the National Council of La Raza in Washington, DC. We administer social service programs targeted to the promotion of educational, social, economic, physical and emotional well-being of disadvantaged youth and their families.

In the spring of 1980, I conducted a study in Corpus Christi and surrounding areas to ascertain and document the suspected need for social services for youth. The study, which lasted 6 months, revealed that social services were lacking in the areas of drug abuse prevention, teenage pregnancy, employment and training for handicapped youth, academic and counseling assistance to school dropouts, and a facility to shelter and counsel runaway youth and their families.

The National Council of La Raza responded to these needs by providing technical assistance and a seed grant to create a nonprofit, community-based organization at the grass roots level with local independence to respond to these needs. It was a combination of national support with local initiative and effort that made possible the implementation of social service programs in each area of need mentioned above. The youths who are benefiting from these programs are predominantly minority, disadvantaged, Hispanic youth who are high risk and vulnerable to becoming delinquents and eventually a numerical addition to the judicial, criminal, and welfare systems.

The provision of highly skilled, well-designed social services that are culturally sensitive to the population being served absolutely make a difference in redirecting these youths' sense of direction and reality toward a productive and responsible adulthood. As examples of the results of social services, I cite the following:

The Stewart Mott Foundation funded a program for pregnant teens for 5 years. This longitudinal study which concludes its collection and study of data in December of this year shows without a doubt that the girls to whom assistance was provided in terms of counseling, health, education, vocational training, and employment far exceed in academic achievement, ability to plan a family, and in becoming self-sufficient as compared to their counterparts in the comparison group who chose not to join the program but rather agreed to provide information as to their status each time followup status was needed.

The cost of this program averages approximately $900 per participant per year, but the statistics show that over 80 percent of the teenage mothers receiving social services have become financially independent and responsible young parents who bypassed public assistance and economic dependency which many times inbreeds and lasts for several generations to come.

The State of Texas provides 60 percent of the needed funds to operate a shelter for runaway youth. Eighty-six percent of the youth who run away from home and find a safe place and family counseling that assists them in resolving their family conflicts at a time of crisis are reconciled with their parents. Others are placed in long-term care and assisted in readjusting their lives. Each of these youths becomes an example of a young human being saved from the street life which inducts them into drug addiction, prostitution, and crime.

Before there was a shelter in Corpus Christi, of the 1,000 youths reported as runaways by the Corpus Christi Police Department each year an average of 20 youths were never heard from again up to now. Many others were found overdosed in distant beaches, causing a great deal of pain and irreparable emotional damage to their families and friends.

Each handicapped youth who obtains permanent, gainful employment after a short period of training and subsidized employment can add thousands of dollars in taxes in their lifetime to the national coffers as well as becoming a self-sufficient, proud individual and an asset to society. But even though the results of these programs speak loud and clear as to the collective social benefits obtained by everyone concerned, the availability of funds is being diminished at a rapid pace to the point that programs are endangering their efficacy. As a consequence of financial cuts, case loads are getting larger and many more youths are going unserved with catastrophic consequences.

I strongly urge you to reflect upon this testimony and search your souls in reaching a decision to allocate the necessary funds to rehabilitate and assist hundreds of youths throughout our great Nation so that they, too, can be counted with the rest of the citizens as members of a responsible, dignified, and proud American society. Thank you.

Mr. WHEAT. Thank you, Dr. Garza.

[Prepared statement of Maria Luisa Garza follows:]

PREPARED STATEMENT OF DR. MARIA LUISA GARZA, CEO, GULF COAST COUNCIL OF LA RAZA, CORPUS CHRISTI, TX

My name is Dr. Maria Luisa Garza from Corpus Christi, Texas. I am the Chief Executive Officer of the Gulf Coast Council of La Raza, a community-based organization, charter affiliate of the National Council of La Raza in Washington, D.C.. We administer social service programs targeted to promoting the educational, social, economic, physical, and emotional wellbeing of disadvantaged youth and their families.

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The Stewart Mott Foundation funded a program for pregnant teens for five years. This longitudianl study which concludes its collection and study of data in December of this year, shows without a doubt, that the girls to whom assistance was provided in terms of counseling, health, education, vocational training, and employment, far exceed in academic achievement, ability to plan a family, and in becoming self-sufficient as compared to their counterparts in the comparison group who chose not to join the program but rather agreed to provide information as to their status each time follow-up status was needed. The cost of this program averages approximately $900. per participant per year, but the statistics show that over eighty percent of the teenage mothers receiving social services have become financially independent and responsible young parents who bypassed public assistance and economic dependency which many times imbreeds and lasts for several generations to come.

The State of Texas provides sixty percent of the needed funds to operate a shelter for runaway youth. Eighty six percent of the youth who run away from home and find a safe place and family counseling that assists them in resolving their family conflicts at a time of crisis are reconciled with their parents. Others are placed in long term care and assisted in readjusting their lives. Each of these youths becomes an example of a young human being saved from the street life which inducts them into drug addiction, prostitution, and crime. Before there was a shelter in Corpus Christi, of the 1000 youths reported as runaways by the Corpus Christi Police Department each year an average of 20 youths were never heard from again up to now. Many others were found overdosed in distant beaches causing a great deal of pain and irreparable emotional damage for their families and friends.

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I strongly urge you to reflect upon this testimony and search your souls in reaching a decision to allocate the necessary funds to rehabilitate and assist hundreds of youths throughout our great nation so that, they too, can be counted with the rest of the citizens as members of a responsible, dignified, and proud American Society.

Thank you.

Mr. **Wheat**. Our last witness will be Gloria Barajas.

STATEMENT OF GLORIA BARAJAS, NATIONAL PRESIDENT, MEXICAN AMERICAN WOMEN'S NATIONAL ASSOCIATION, WASHINGTON, DC

Ms. **Barajas**. Good morning. Thank you, Congressman Wheat, members of the joint hearing here. MANA is very pleased to share the views of Mexican-American women on matters of importance to our association and to your committee. I am the national president of MANA, which was founded in 1974. MANA is a volunteer membership advocacy organization, dedicated to promoting the leadership and socioeconomic and educational advancement for Mexican American and other Hispanic women. We have chapters in California, New Mexico, Colorado, Texas, Kansas, and Missouri, which may be of particular interest to you, in the Kansas City area, Washington State, Virginia, and the District of Columbia. Our membership also spans 33 States.

Our primary focus is leadership development, including training at the local and national levels, and our key issues include pay equity, adolescent pregnancy and children and poverty. Another major effort that MANA began 2 years ago is the National Hispanic scholarship, a national scholarship for Hispanic women.

MANA views this week's observance of National Hispanic Heritage Week as an excellent opportunity to be introspective about where we are in this Nation today, and unfortunately what we see is not tremendously encouraging, as we have all heard this morning. The condition of Hispanic Americans is not good.

At a time when our numbers are on the upswing, we are a population in trouble, and a people whose course must be altered if we are to have a productive and significant future in this Nation. To characterize our population in general terms, we are a rapidly growing population. Our segment of the population is younger; we are poor, and we are undereducated.

Promising is not a word that would characterize our future unless we take considered action now to influence that outcome. To be specific, the poverty rate among Hispanic Americans may soon overtake that of blacks. We have heard lots of this data this morning, and what I will do is just touch on a couple that are of particular interest to our organization, and that is Hispanic women are the lowest paid workers in the Nation, earning 52 cents to the dollar.

We have an average annual income of $11,917, which is lower than that of white and black women. Mexican American women are the second lowest paid workers in this country, followed only by Puerto Rican women. Hispanic children from single-headed households are poorer than both black and white children from the same type household. In 1983, poverty rates for these children was 70.5 percent compared to 68.3 percent for non-Hispanic, black children, and 41.9 percent for non-Hispanic white children.

High rates of poverty among Hispanic children are attributed to very low levels of high school completion by their parents, a relatively large number of children per family, an above average share of children being raised by single-headed households, and a relatively large proportion of children with young parents. Also plaguing our population are high adolescent pregnancy rates, which are 18.3 percent for Hispanic mothers 19 years of age and younger, and specifically for Mexican American young women, it is 19.1 percent, and Puerto Rican women, 21.9 percent—I'm sorry, 23 percent.

Births out of marriage are 25.6 percent for Hispanics, 21.9 percent and 49 percent for Mexican American and Puerto Ricans, respectively. Our dropout rates are so high, as has been stated this morning, and as Jane mentioned, the data are so incomplete for our community nationally that you have dropout rates ranging from 36 to 50 percent, depending on your source and how they figure it out. So because of that, we are very likely to lose a generation of our young to ignorance and illiteracy, and it is also for that reason that it is no wonder their unemployment rates remain so high.

There is an interrelatedness to these statistics. If our children begin the day hungry, their ability to be attentive in the classroom will be lessened, and if they do not stay in school, their chances for success in life will be limited. They have no education. Their ability to reap economic benefits likewise will be stunted. These factors form a vicious circle that has implications for how we should address the social needs in this country today.

Hispanic Americans find themselves in the middle of what I believe to be a national social quandary. We are at a point in our history when there will be increasing demands placed upon our population. Yet we are at a point in history when we, ourselves, could benefit from assistance. Let me explain.

White America, as we all know, is aging and will continue to do so for years to come. Hispanic America, like other minority populations, will continue to be younger. It is minority group members who will increasingly face the burden of providing the tax base from which traditional social services are supported. In 1950, for example, 17 workers paid the benefits of each retiree. In 1992, only three workers will provide the funds for each retiree, and one of the three workers will be minority, so there are obvious implications for the need to improve our social status and economic status for minorities across the board.

At the same time, we are a Nation faced with trillion-dollar deficits while budget cutbacks take the heart out of social services which have benefited our population in the past. There is a very basic question here. How will we develop social policies for this Nation in the immediate future? Will its focus be directed to an aging white society or towards a younger minority society that is in dire need of help?

It is our contention that the safety net must be repaired. There are far too many of our people falling through, and it is in America's best interest to insure that our children meet with success in the schoolroom and the workplace so that we may all realize the American dream. Thank you.

[Prepared statement of Gloria Barajas follows:]

PREPARED STATEMENT OF GLORIA BARAJAS, NATIONAL PRESIDENT OF THE MEXICAN AMERICAN WOMEN'S NATIONAL ASSOCIATION [MANA]

Chairman Miller and Chairman Martinez, it is a pleasure to appear before this Joint Hearing by your respective committees; the Select Committee on Children, Youth, and Families; the Subcommittee on Employment Opportunities of the Committee on Education and Labor; and the Congressional Hispanic Caucus to share the views of Mexican American Women in matters of importance to our Association and your committee.

My name is Gloria Barajas, I am the national president of the Mexican American Women's National Association (MANA). Founded in 1974, MANA is a membership organization dedicated to promoting leadership and socio-economic and educational advancement for Mexican American and other Hispanic women.

We have chapters in California, New Mexico, Colorado, Texas, Kansas, Missouri, Washington State, Virginia, and the District of Columbia. Our membership also spans 33 states.

Our primary focus is leadership development, including training at the local and national levels. And our key issues for MANA include pay equity, adolescent pregnancy, and children in poverty.

Another major effort that MANA is the national scholarship for Hispanic women established in 1984 in the memory of Raquel Marquez Frankel.

MANA views this week's observance of National Hispanic Heritage Week as an excellent opportunity to be introspective about where we are in this nation today.

Unfortunately, what we see is not tremendously encouraging. As we have all heard this morning the condition of Hispanic Americans is not good. At a time when our numbers are on the upswing, we are a population in trouble and a people whose course must be altered if we are to have a productive and significant future in this nation.

To characterize our population in general terms we are a rapidly growing population: our segment of the population is younger; we are poor; and we are undereducated. "Promising" is not a word that would characterize our future—unless we take concerted action today to influence that outcome.

To be specific:

The poverty rate among Hispanic Americans may soon overtake that of Blacks. Twenty-nine per cent or 5.2 million Hispanics were living in poverty last year.

The median income of Hispanic families dropped 9.8 percent from 1973 to 1985.

Hispanic women are the lowest paid workers in the nation, earning 52 cents to the male dollar. We have an average annual income of $11,917, which is lower than that of white and Black women. Mexican American Women are the second lowest paid workers in this country, followed only by Puerto Rican women.

One out of every six poor children is Hispanic.

Hispanic children from single-headed households are poorer than both Black and White childern. In 1983, poverty rates for these children was 70.5 percent compared to 68.3 percent for non-Hispanic Black children, and 41.9 percent for non-Hispanic White childen.

High rates of poverty among Hispanic children are attributed to very low levels of high school completion by their parents, a relatively large number of children per family, and an above average share of chidren being raised by single heads of households, and a relatively large proportion of children with young parents.

Even so, Hispanic families consistently account for smaller shares of major welfare case loads than the total population of poor children represented by Hispanics.

Also plaguing our population are high adolescent pregnancy rates, which are 18.3 percent for Hispanic mothers 19 years of age and younger with 19.1 percent for Mexican Americans and 23 percent for Puerto Ricans. Births out of marriage are 25.6 percent for Hispanics with 21.9 percent and 49 percent for Mexican Americans and Puerto Ricans respectively.

Our dropout rates are so high—estimates range from 36% to 50%—that we will lose half a generation of our young to ignorance and illiteracy. It is no wonder that our unemployment rates remain high.

There is an interrelatedness to these statistics. If our children begin the day hungry, their ability to be attentive in the classroom will be lessened. If they do not stay in school, their chances for success in life will be limited. If they have no education, their ability to reap economic benefits likewise will be stunted. These factors from a vicious circle that has implications for how we should address social needs in their country today.

Hispanic Americans find themselves in the middle of what I believe to be a national social quandary. We are at a point in our history when there will be increasing demands placed upon our population. Yet, we are at a point in history when we, ourselves, could benefit from assistance.

Let me explain. White America as we all know is aging and will continue to do so for years to come. Hispanic America, like other minority populations, will continue to be younger. It is minority group members who will increasingly face the burden of providing the tax base from which traditional social services are supported. In 1950, for example, 17 workers paid the benefits of each retiree. By 1992, only three workers will provide the funds for each retiree, and one of the three workers will be minority.

At the same time, we are a nation faced with trillion dollar deficits, while budget cutbacks take the heart out of social services which have benefited our population in the past.

There is a very basic question here. How will we develop social policies for this nation in the immediate future. Will its focus be directed to an aging white society or towards a younger, minority society that is in dire need of help.

It is our contention that the safety net must be repaired. There are far too many of our people falling through and it is in America's best interests to ensure that our children meet with success in the school room and the work place so that we may all realize the American dream.

Mr. WHEAT. Thank you for your testimony.

Let me thank all of you for taking the time to appear before the Congress today and present your testimony. You have made a clear, cogent case not only that there need to be more resources allocated to the problems of the Hispanic community in this country, but also that those resources do need to be targeted in a much better way.

Your testimony will be available to all the members of the two committees to assist us in doing that.

Mrs. Barajas, you raised a question in your last statement that I would just like to address very briefly, and that was the question of the allocation of scarce resources, as to whether they would be going to an aging white population or to a younger Hispanic population. I would like to expand the question and point out that there is often a conflict as to whether the resources will go to the black minority in this country, Hispanic minority, or minority groups within the hispanic population.

We hope that within this Congress we can come to a recognition that that ought not to be a conflict; that we shouldn't be pitting needy groups against one another for increasingly scarce resources; that, in fact, we need to reexamine the priorities of this Nation. If there are real concerns for people in this country that need to be addressed, those priorities ought to come first. We can, in fact, find the resources to do that.

Thank you very much for appearing before us today.

[Whereupon, at 12:20 p.m., the committees were adjourned, subject to the call of the Chair.]

[Material submitted for inclusion in the record follows:]

A FIRST FRIDAY REPORT

PUERTO RICANS: GROWING PROBLEMS for a GROWING POPULATION

September 5, 1986

Issued by

The National Committee for Full Employment and
The National Puerto Rican Forum
in conjunction with:

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American Jewish Congress
American Youth Work Center
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FIRST FRIDAY REPORT

PUERTO RICANS: GROWING PROBLEMS FOR A GROWING POPULATION

September 5, 1986

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EXECUTIVE SUMMARY

- More than 8 million people were out of work in August, 1986; the unemployment rate decreased slightly from 6.9% to 6.8%. However, the "Real Rate" of joblessness and underemployment stood at 12.2% or 14.6 million Americans, when those who have given up looking for work and those who must work part time because they cannot find full time jobs are included.
- The official unemployment rate for Hispanics increased to 11.0% in August, 1986, from 10.5% the previous month. The "Real Rate" for Hispanics stands at 19.2%.
- The unemployment rate for Puerto Ricans was 13.4% during the second quarter of 1986, higher than that for Mexican-Americans or Cuban-Americans.
- Puerto Rican youth 16-19 had a lower percentage of their population group holding jobs (either full or part time) than any other youth population group — 22%.
- Hispanic men earn 71.2¢ for every dollar earned by white males. Hispanic women earn only 51.4¢.
- The Hispanic poverty rate rose to 29% in 1985, approaching more closely the black rate of 31.3%. In the Northeast and the West, Hispanic rates — 39% and 26% — exceeded black rates — 28% and 20%.
- 41.9% of Puerto Ricans were poor in 1985; 74.4% of Puerto Rican female headed households were poor.
- The Hispanic population increased by 61% between 1970 and 1980, far surpassing the 9% increase for non-Hispanics.
- Florida, Massachusetts, and Texas registered Puerto Rican population increases of over 200% between 1970 and 1980. Pennsylvania and Connecticut Puerto Ricans increased by over 100%.
- The national dropout rate for Puerto Ricans and Mexican-Americans is 40%. In some cities 80% of Puerto Rican youth are dropouts.
- The Adult Performance Level Study in 1975 found 56% of Hispanics functionally illiterate, and 26% only marginally literate.
- Although 55% of U.S. Puerto Rican youth in 1980 were academically eligible to attend college, only 25% enrolled. Only 28% of those graduated.

Puerto Ricans: Growing Problems for a Growing Population

I. Unemployment

With more than 8 million Americans unemployed in August, 1986, the nation's official jobless rate remains stuck at nearly 7% of the labor force. While a marked improvement over the 10.7% rate in November, 1982, at the low point of the last recession, the official jobless rate masks the economic hardships faced by millions of people who work only part time because they cannot find full-time jobs or who have given up looking for work altogether. When these two groups are included, the National Committee for Full Employment's calculation of the "Real Rate" of joblessness and underemployment stood at 12.2% in August, 1986, or 14.6 million Americans.

With the nation approaching the celebration of National Hispanic Heritage Week, Hispanics face an official unemployment rate of 11.0% and a "real rate" of 19.2%, but Puerto Ricans are the hardest hit of any Hispanic population group. They have consistently been the least educated, more frequently unemployed, and more likely to be poor and dependent on government assistance. They consistently lag behind the general population and the other Hispanic subgroups in every socio-economic category. This First Friday Report, the 25th in a series, examines the persistent, interwoven problems of unemployment, poverty, and lack of education that are the lot of large numbers of Puerto Ricans.

For the second quarter of 1986, the Bureau of Labor Statistics placed the unemployment rate for Puerto Ricans at 13.4% versus 7.1% for the total population. (1) This figure was more than the corresponding figures for Mexican Americans (11%) and Cubans (6.2%). The figure was below the 16.6% rate for Puerto Ricans during the first quarter of this year. The unemployment rate for Puerto Rican men 20 years and over was 10.4%, in sharp contrast to 5.2% for adult white men. For Puerto Rican women in the same age group, the unemployment rate was 14.6% versus 5.3% for white women.

These rates are higher than those for all Hispanics, for Mexican-Americans, and for Cubans. When Puerto Ricans working part-time for economic reasons are included, the overall rate rises to 18.6%, much closer to NCFE's approximation of the "real" rate. Unfortunately, the data do not provide information on the number of discouraged workers which would indicate an even higher "real" rate of unemployment and underemployment within the Puerto Rican community. No data are available for Puerto Rican youth, but the rate for Hispanic teenagers was 23.7%. The official unemployment rate in the Commonwealth of Puerto Rico in June, 1986, was 19.6%, even higher than for mainland Puerto Ricans. Breakdowns for discouraged workers are also not available for them.

The Department of Labor also recently reported that 84.5% of all Hispanic families had one member counted employed or unemployed in the civilian labor force during the period of April to June, 1986. It said that 5% of the families surveyed had no one employed versus 2.3% for whites and 7.4% for blacks. The department surveyed 59,500 households and determined that Hispanics had average weekly earnings of $409 versus $558 for whites and $399 for blacks.

One effective way of measuring the labor market success of a particular group is to look at its labor force participation rate. This rate measures the number of persons age 16 and over who are either employed or actively seeking employment. The labor force participation rate for Puerto Ricans in the second quarter of 1986 was 55.2%, compared with a Mexican-American rate of 66.2%, a Cuban rate of 65.9%, and an overall rate of 65.3%. For Hispanic youth 16-19 this rate was 44.0% in the second quarter of 1986 versus 59.4% for white teens and 44.7% for black teens. Among the Hispanic subgroups, Puerto Rican youth had the lowest rate at 33.3% versus 47.4% for Mexican Americans. (For Cuban youth, the data base was too small for accurate estimates.)

A more accurate assessment of the employment status of Puerto Rican youth is the employment-population ratio. Puerto Rican youth 16-19 years old ranked lower than any other population group in the proportion employed, i.e. the percentage of the population with jobs.

Employment-Population Ratios
Youth - Both Sexes - 16-19 Years Old
Second Quarter, 1986

All Youth	45.4%
White	49.6
Black	26.0
All Hispanic	33.5
Mexican Origin	36.9
Cuban Origin	36.2
Puerto Rican Origin	22.0

II. Increasing Poverty

Income statistics point to a dramatic gap of at least 30 percent between Hispanic incomes and those of white Americans. (2) Hispanic men earn just 71.2¢ for every dollar earned by white males. Hispanic women who work full time have the lowest income of any population subgroup, earning 51.4¢ to the dollar earned by white males.

Not surprisingly, many Hispanics live in poverty. The Census Bureau recently reported that the poverty rate for Hispanics rose from 28.4% in 1984 to 29% in 1985. (3) This was in contrast to the poverty rate among whites which decreased slightly from 11.5% in 1984 to 11.4% in 1985. The poverty rate for blacks (while still higher) also decreased from 33.8% to 31.3%. Statistics also showed that for children under the age of 18 living in families the rates for whites and blacks dropped while increasing for Hispanics. The Hispanic rate rose from 39% in 1984 to 39.9% in 1985. For whites the rate dropped from 16.5% to 15.9%, and for blacks from 46.5% to 43.4%.

In areas of high concentration of Hispanics, their poverty rates have now exceeded black rates. In the Northeast, where Puerto Ricans are the predominant Hispanic group, the Hispanic poverty rate was 39%, the black rate 28%. In the West, where Mexican-Americans predominate, the Hispanic rate was 26%, compared with 20% for blacks.

For Puerto Ricans the poverty rate was 41.9%, while the rate for Puerto Rican female-headed household was 74.4%. In addition, Puerto Rican families with children under the age of 18 had a poverty rate of 48.1%.

In measuring the mean real income the survey revealed that in every category of families with children, income in 1984 dollars dropped in the past eleven years. Hispanic female headed households showed the greatest percentage and dollar decrease in mean real income. But any drop at all was devastating to Hispanics and blacks, whose mean income was so much lower than that of whites to begin with.

Mean Real Income of Families With Children
1973-84 in 1984 Dollars

	1973	1984	1973-1984	Decrease
All Families with Children	$32,206	$29,527	-8.3%	-$2,679
White	$33,859	$31,298	-7.6%	-$2,561
Black	$20,708	$18,504	-10.6%	-$2,204
Hispanic	$23,280	$21,663	-6.9%	-$1,617
All Two-Parent Families with Children	$35,493	$34,379	-3.1%	-$1,114
White	$36,276	$34,954	-3.6%	-$1,322
Black	$27,040	$28,096	+3.9%	-$1,056
Hispanic	$26,247	$25,777	-2.5%	-$ 470
All Female-Headed Families with Children	$14,371	$13,257	-7.8%	-$1,114
White	$15,853	$14,611	-7.8%	-$1,242
Black	$11,619	$10,522	-9.4%	-$1,097
Hispanic	$12,175	$10,560	-13.3%	-$1,615

Source: Danziger and Gottschalk (4)

The low economic status of the Hispanic community was further highlighted by an article in the July 28, 1986, issue of Hispanic Link Weekly Report. (5) The newsletter reported that U.S. Hispanic households were eight times less wealthy than white households but slightly wealthier than blacks. Quoting a U.S. Census Bureau report, the newsletter stated that 50.2% of the 4.2 million Hispanic households had less than $5,000 in assets, compared with 54.4% of blacks and 22.4% of whites.

The opportunity for Hispanics to break out of this cycle of poverty appears to be slim. A recent report prepared for the Minority Business Development Agency of the Department of Commerce stated that "over 86% of the unemployed black and Hispanic males in the U.S. are blue collar workers, but a majority of the new jobs being generated by the U.S. economy are in white collar occupations." (6)

Projected Changes in Employment for Selected Industries, 1984-85

Most New Jobs	Employment Gain (in thousands)
Business services	2,633
Retail trade, except eating and drinking places	1,691
Eating and drinking places	1,203
Wholesale trade	1,088
Fastest growing	**Avg. Yearly rate of change (%)**
Medical services	+4.3
Business services	+4.2
Computers and peripheral equipment	+3.7
Materials handling equipment	+3.7

Source: The Monthly Labor Review, November, 1985. (7)

The expanding fields contrast sharply with the fields that the MBDA report states offer the greatest potential for employment within the minority community. Over 50% of the jobs created by minority enterprises were in the blue collar arena, while the opposite was true for the overall U.S. economy.

The MBDA report said there are five lines of minority enterprises that offer the greatest potential for employment for minority workers. They are hotel and lodging industry, construction, auto repair, manufacturing, and transportation/communication. When job quality and quantity are included as criteria, the most beneficial lines of businesses include manufacturing, auto repair, transportation/communication, construction, hotel/lodging, business services and health services. While it may appear on face value that policy makers should pursue policies that encourage growth within the minority business community, it must be pointed out that the income gap will grow if the non-white community is not phased into the expanding white collar positions.

III. Demographics: Increasing Numbers

Diminishing employment opportunities that limit the potential to escape poverty are exacerbated by the dramatic growth of the Hispanic population in the past decade. According to the 1980 Census, the Hispanic population reached 18 million including 3.2 million in Puerto Rico. This represented a 61% increase since 1970, far surpassing the 9% increase for non-Hispanics over the same period of time.

Hispanics presently (1985) represent 7.2% of the population (6) and are expected to be the largest minority by the turn of the century. Puerto Ricans in the United States comprised 15.7% of the Hispanic population in the U.S. When the island of Puerto Rico is included, Puerto Ricans represented 34.6% of the 1985 Hispanic population.

A salient characteristic of both the United States and island Puerto Rican communities was their rapid growth. For example, among states with at least 20,000 Puerto Ricans, Florida, Massachusetts and Texas registered population increases of more than 200%. Pennsylvania and Connecticut saw their Puerto Rican population increase by over 100%. Presently, approximately 50% of the Puerto Ricans living on the mainland live in New York.

Hispanics are also a younger population than the non-Hispanic population with a median age of 25 years versus 31.9 for non-Hispanics. The median age for Puerto Ricans living in the United States in 1985 was 24.3 years. Seventy-five percent of the U.S. Puerto Rican population were under the age of 35 compared to 51.6% of the overall U.S. population in 1980.

IV. Education

Due to the technological changes taking place in the workforce, education and retraining of the workforce are key issues that policy makers are confronting today. William H. Kolberg, President of the National Alliance of Business, brought the point home when he stated that "... in the near future three out of every four jobs will require education or training beyond the high school level." (9) He further stated that businesses are having a hard time finding entry level workers because the applicants don't have basic math and literacy skills. He called for greater coordination between businesses and schools to address the problem.

Nathan Quinones, Chancellor of the New York City Board of Education, has called for schools to play a new and expanded role in light of the changing demographic characteristics of students entering the school system. (10) Quinones quoted an article written by Harold Hodgkinson of the American Council on Education who stated that this fall the following characteristics will describe the more than 3.6 million children who will begin their formal schooling:

- one out of every four will be classified "poor";
- 14% will be children of teenage mothers;
- 15% will be physically or emotionally handicapped;
- 15% will be immigrants who speak a language other than English;
- 10% will have poorly educated, even illiterate parents; and,
- between one-fourth to one-third will be latch-key kids. (4)

Quinones pointed out that the minority population within urban schools is increasing and that the Hispanic student population is increasing faster than all other minority groups. He pointed out that minorities comprise the majority of students in 23 of the 25 largest cities.

Hispanics are projected to be a significant portion of the labor force in the years ahead, yet are lacking the type of educational training that will make upwardly mobile positions available to them. For Puerto Ricans this situation is magnified by the fact that they have among the highest dropout rates in the country.

At the present time, the national dropout rate for Puerto Rican and Mexican American youth is 40%. In some cities the Puerto Rican dropout rate is estimated at 80%. In March, 1985, only 48% of Hispanics age 25 and over were high school graduates versus 76% for non-Hispanics.

In a 1980 report, The Condition of Education for Hispanic Americans, (11) the National Center for Educational Statistics documented that U.S. Puerto Rican and Mexican-American youth are more likely to be enrolled two or more years below grade level than their peers. Hispanic youth between the ages of 14 and 19 are twice as likely as similarly aged whites not to have completed high school.

Illiteracy is a major problem in the Hispanic community. By traditional measure of illiteracy — the completion of less than six years of school -- the illiteracy rate for Hispanics stood at 13.5% versus 2% for non-Hispanics in the same age group.

A 1979 study found that among the various Hispanic subgroups, Puerto Ricans has a functional illiteracy rate of 15%, second to Mexican Americans (23.1%) and higher than Cubans (9.3%) and other Hispanics (5.9%). (12)

The 1975 Adult Performance Level Study developed a widely recognized standard for functional literacy and determined that 56% of Hispanic adults were functionally illiterate, 26% were marginally literate, and only 18% were considered "advanced literate." This was contrasted with the white community which had rates of 16%, 34% and 50% respectively. (13)

The English Language Proficiency Survey determined that 48% of the adults whose native language was other than English were illiterate. The study further determined that 22% of the adults who were illiterate were Hispanic. According to the survey, this placed the Hispanic adult illiterate population at between 39 and 49%. (14)

The lack of English proficiency presents another major problem for Hispanics as well. A report by the National Commission for Employment Policy found that lack of English proficiency directly affected the labor market position and educational attainment of Hispanics. The report expressed particular concern for Puerto Rican youth who often migrate between two different school systems and labor markets, one predominantely English, the other Spanish. (15)

The Census Bureau reported in 1980 that one-fourth of the Spanish-speaking people surveyed spoke little to no English. A 1984 survey of Hispanics 16 years of age and over revealed that 23% of the sample spoke enough English to get by and 20% spoke only Spanish. (16) One-tenth of Hispanics age 8 to 13 living in homes where Spanish is sometimes or usually spoken were enrolled below the expected grade level for their age in 1976. For 14 to 20 year olds, one-fourth were behind in school. (17)

Compounding the problem is the fact that in the years to come, when education will be more critical than ever in determining an individual's ability to advance up the socio-economic ladder, the cost of post-secondary education will continue to rise, tending to limit educational opportunities for low-income Hispanics in general and Puerto Ricans in particular (18).

This is born out by a 1980 study which showed that while 55% of U.S. Puerto Rican youth were academically eligible to attend college, only 25% actually enrolled. Of those entering college only 28% graduated. According to the Department of Education, the Hispanic enrollment is expected to decrease. (19).

V. The National Puerto Rican Forum: Recommendations

Since its inception in 1957, the National Puerto Rican Forum has been at the forefront in aggressively pursuing the socio-economic improvement of the Puerto Rican community. While much has changed since its beginning, the mission of the Forum has not. It remains today, as it was then, threefold:

(a) To provide educational and economic opportunities to the Puerto Rican people;

(b) To promote research on, and analysis of, the Puerto Rican and other Hispanics' situation that would instill interest in, and contribute to, public policy for institutional changes and the advancement of the economically disadvantaged; and,

(c) To develop community leadership and create programs that would solve the needs of the community.

As the century enters the final years of what was labeled "the decades of the Hispanics," the Forum is faced with many challenges as it seeks to fulfill its mission.

As a direct service organization, the Forum sees first hand what this report illustrates statistically. Society is undergoing profound economic, social, and political changes that will drastically alter the face of the nation in the next decade.

For Puerto Ricans, and Hispanics generally, these changes are both a blessing and a curse. By the turn of the century, Hispanics are expected to be the largest single minority in the country. Sheer numbers alone will provide Hispanics with increased political and economic buying power which will force policy makers and businesses to develop marketing strategies reflecting the Hispanic experience. Evidence of that occurring can be seen in the manner in which both major political parties are courting the Hispanic vote and the heavy amount of advertising, in English and Spanish, within the Hispanic community.

Now more than ever, economic policy must reflect the current economic realities of the Puerto Rican community. As stated by the National Puerto Rican Coalition:

"... Because of its relative poverty, the Puerto Rican community is especially sensitive to the health of the American economy and to burdens imposed by taxation. At the same time, the community's poverty necessities greater than average dependence on government sponsored social safety-net and ladder-of-opportunity programs. While government outlays for these programs have already been cut, pending deficit reduction legislation could result in further funding cuts ..." (20).

For an organization like the Forum, this presents problems in attempting to serve its clientele. With dwindling government resources the Forum's offices in Chicago, Hartford, Cleveland, Miami, New York City, and Washington, D.C., are struggling to keep pace with the volume of demand.

If the nation truly wants to address the concerns of the Puerto Rican community, the National Puerto Rican forum believes that the following recommendations need to be acted upon:

First and foremost, Puerto Ricans and other Hispanics need to be seated at the local, state, and national decision-making tables participating in the formulation of public policy.

There needs to be an increase in funding for training and educational service within the Puerto Rican community to address the unique needs of its people. Stipends must be provided for those who need the training and cannot afford it without support for child care or transportation expenses. Organizations like the Forum are being stretched to the limit, asked to do more with less while the needs increase.

The educational system must become more sensitive to the linguistic and cultural needs of Puerto Rican children. Bilingual services, ESL classes, literacy classes and adult basic occupational skills need to be provided.

The educational system must focus a great deal on the dropout population and, in coordination with the business community and community organizations, provide dropouts with constructive alternatives to crime, drugs, and unemployment.

The Congress must continue to provide funding for the safety net programs that Puerto Ricans are heavily dependent on. Any decrease in funding for these programs should correspond with increases in training and educational opportunity programs.

There must be a greater commitment on the part of the business community to provide training and employment opportunities for Puerto Ricans. Joint partnerships like the agreements the Forum has with McDonald's, Aetna Life Insurance, Citibank, and the cities of New York and Chicago need to be duplicated by other companies. Employers need to play more of an active role in ensuring that Puerto Ricans receive the type of training that will prepare them for the available employment opportunities. More joint ventures need to be developed with Hispanic businesses as a means of promoting economic development within the community. They should provide management assistance to Puerto Rican businesses and help reduce the barriers Puerto Rican businesses face when seeking venture capital.

Due to the increasing number of people from Puerto Rico the forum is serving, Congress must address the current economic situation of Puerto Rico to alleviate the high rate of unemployment and poverty there.

One fact is very clear: The socio-economic situation of the Puerto Rican community in the United States and in Puerto Rico is at a crucial stage; unless corrective action is taken immediately, another generation of Puerto Rican youth will be left behind, forced to depend on the government to live in dignity.

FOOTNOTES

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(8) Department of Commerce, Bureau of Census, Persons of Spanish Origin in the United States: March, 1985, Supplemental Report.

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(10) Quinones, Nathan, Chancellor, New York City Board of Education, testimony before the Subcommittee on Economic Resources, Competitiveness, and Security Economics of the Joint Economic Committee, July 29, 1986.

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(13) Adult Performance Level Project, "Adult Functional Competency: A Summary," University of Texas at Austin, 1975.

(14) Robert Barnes, Public presentation on the English Language Proficiency Survey, Washington, D.C., May 29, 1986.

(15) U.S. Department of Labor, National Commission on Employment Policy, "Hispanics and Jobs: Barriers to Progress," Report Number 14, Washington, D.C., 1982.

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(18) "Annual Cost of College Will Rise 6% This Fall," *New York Times*, August 4, 1986.

(19) *The Chronicle of Higher Education*, July 23, 1986.

(20) National Puerto Rican Coalition, unpublished background paper, NPRC Seminar on Federal Tax and Budget Policy, June 12, 1986.

Appendix: Real Joblessness Among States and Localities

Joblessness and underemployment continues to be widespread in the middle regions and many less populous states of the nation. The official unemployment rate actually increased in June, 1986 in 33 of the 50 states and the District of Columbia. While some areas of the country, principally the northeast, have healthier economic pictures than they did at the end of the 1970s (at a similar point after the last major recession), most areas have worse jobless rates — official and "real" — than before the recessions of 1980 and 1982. NCFE's "real jobless rate" takes into account "discouraged" and involuntary part-timers that the official unemployment rate omits. Tables 2 and 3 provide detailed information on the official and real jobless rates for all states, the 20 largest metropolitan areas, and the 20 hardest hit communities. Among other things, these tables reveal the following:

- 39 states had higher real jobless rates in May, 1986, than in 1979.
- State jobless rates range from a low of 3.2 percent official and 5.8 percent "real" for New Hampshire to 13.0 percent official and 24.5 percent "real" for Louisiana.
- Twenty-one states have official jobless rates at or above the national average; twelve have "real" jobless rates above 15 percent.
- The large metropolitan areas with the highest jobless rates were Houston (12.6 percent official; 22.7 percent "real"), Detroit (8.7 official; 15.7% "real"), Cleveland (8.4 percent official; 15.1 percent "real"), and Pittsburgh (8.1 percent official; 15.6 percent "real").
- Among communities showing the biggest increases in real joblessness between 1979 and 1986, are Houston, TX (a 382 percent jump), Beaumont-Port Arthur, TX (a 315 percent increase), Lafayette, LA (a 210 percent rise), and Waterloo-Cedar Falls, IA (a 255 percent increase).

TABLE 1

TWENTY HIGHEST METROPOLITAN AREAS UNEMPLOYMENT (%)

	Annual Average 1979		June 1986 (most recent)	
Location	Official* Rate	Real** Rate	Official* Rate	Real** Rate
1. McAllen Edinburg Mission, TX	12.0	20.4	21.0	37.8
2. Odessa, TX	N/A	N/A	19.5	35.1
3. Brownsville Harlingen, TX	8.5	14.5	19.0	34.2
4. Beaumont-Port Arthur, TX	5.9	10.0	18.6	33.5
5. Houma Thibodaux, LA	N/A	N/A	18.1	32.6
6. Longview Marshall, TX	N/A	N/A	16.0	28.8
7. Lake Charles, LA	6.8	11.6	15.4	27.7
8. Corpus Christi, TX	N/A	N/A	15.2	27.4
9. Lafayette, LA	4.7	8.0	14.6	26.3
10. El Paso, TX	7.9	13.4	14.5	26.1
11. Brazoria, TX	N/A	N/A	14.2	25.6
12. Midland, TX	N/A	N/A	14.1	25.4
13. Modesto, CA	11.8	20.1	13.8	24.8
Galveston Texas City, TX	5.0	8.5	13.8	24.8
14. Beaver County, PA	N/A	N/A	12.7	22.9
15. Houston, TX	3.3	5.6	12.6	22.7
16. Albany, GA	N/A	N/A	12.3	22.1
17. Shreveport, LA	5.1	10.4	12.2	22.0
18. Waterloo-Cedar Falls, IA	4.7	8.5	12.0	21.6
19. Kenosha, WI	5.2	8.8	11.9	21.4
20. Bakersfield, CA	8.6	14.6	11.8	21.2

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* Source: Bureau of Labor Statistics.

** Source: National Committee for Full Employment. The real rate of unemployment takes into account the numbers of officially unemployed, part-time for economic reasons and discouraged workers. In June, 1986 the official unemployment rate nationally was 7.1 percent, while the real jobless rate was 12.7 percent. The "real rate" for state and local areas is a projection of these figures.

TABLE 2

TWENTY LARGEST METROPOLITAN AREAS UNEMPLOYMENT (%)

Location	Annual Average 1979		June 1986 (most recent)	
	Official Rate*	Real Rate**	Official Rate*	Real Rate**
1. New York, NY	8.1	13.8	6.6	11.9
2. Los Angeles-Long Beach, CA	5.5	9.4	6.7	12.1
3. Chicago, IL	5.2	8.8	7.8	14.0
4. Philadelphia, PA	6.9	11.7	5.7	10.2
5. San Francisco, CA	5.6	9.5	4.5	8.1
6. Detroit, MI	8.0	13.6	8.7	15.7
7. Boston, MA	5.3	9.0	3.3	5.9
8. Houston, TX	3.3	5.6	12.6	22.7
9. Washington, D.C.	7.5	12.8	7.2	13.0
10. Dallas, TX	3.6	6.1	7.0	12.6
11. Miami-Hialeah, FL	6.3	10.7	6.8	12.2
12. Cleveland, OH	5.0	8.5	8.4	15.1
13. St. Louis, OH	5.4	9.2	6.9	12.4
14. Atlanta, GA	4.6	7.8	4.8	8.6
15. Pittsburgh, PA	5.9	10.0	8.1	14.6
16. Baltimore, MD	6.6	11.2	4.5	8.1
17. Minneapolis-St. Paul, MN	3.3	5.6	4.1	7.4
18. Seattle, WA	5.3	9.0	6.4	11.5
19. San Diego, CA	6.2	10.5	5.0	9.0
20. Tampa-St. Petersburg-Clearwater, FL	5.4	9.2	5.5	9.9

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* Source: Bureau of Labor Statistics.

** Source: National Committee for Full Employment. The real rate of unemployment takes into account the numbers of officially unemployed, part-time for economic reasons and discouraged workers. In June, 1986 the official unemployment rate nationally was 7.1 percent, while the real jobless rate was 12.7 percent. The "real rate" for state and local areas is a projection of these figures.

TABLE 3

STATE UNEMPLOYMENT RATES (%)

Location	Annual Average 1979		June 1986 (most recent)	
	Official Rate*	Real Rate**	Official Rate*	Real Rate**
Alabama	7.1	12.1	10.0	18.0
Alaska	9.2	15.6	10.8	19.4
Arizona	5.1	8.8	7.1	12.8
Arkansas	6.2	10.5	8.9	16.0
California	6.2	10.5	6.5	11.7
Colorado	4.8	8.2	6.8	12.2
Connecticut	5.1	8.7	3.7	6.7
Delaware	8.0	13.6	5.3	9.5
District of Columbia	7.5	12.8	7.2	13.0
Florida	6.0	10.2	6.0	10.8
Georgia	5.1	8.7	6.1	11.0
Hawaii	6.3	10.7	5.5	9.9
Idaho	5.7	9.7	7.8	14.0
Illinois	5.5	9.4	8.4	15.1
Indiana	6.4	10.9	6.6	11.9
Iowa	4.1	7.0	6.5	11.7
Kansas	3.4	5.8	5.2	9.4
Kentucky	5.6	9.5	8.9	16.0
Louisiana	6.7	11.4	13.6	24.5
Maine	7.2	12.2	4.9	8.8
Maryland	5.9	10.0	3.9	7.0
Massachusetts	5.5	9.4	3.7	6.7
Michigan	7.8	13.5	9.4	16.9
Minnesota	4.2	7.1	5.0	9.0
Mississippi	5.8	9.9	12.6	22.7
Missouri	4.5	7.7	5.9	10.6
Montana	5.1	8.7	7.2	13.0
Nebraska	3.2	5.4	4.5	8.1
Nevada	5.1	8.7	5.9	10.6
New Hampshire	3.1	5.3	3.2	5.8
New Jersey	6.9	11.7	5.0	9.0
New Mexico	6.6	11.2	9.7	17.5
New York	7.1	12.1	6.0	10.8
North Carolina	4.8	8.2	5.5	9.9
North Dakota	3.7	6.3	6.3	11.3
Ohio	5.9	10.0	8.7	15.7
Oklahoma	3.4	5.8	9.0	16.2
Oregon	6.8	11.6	8.9	16.0
Pennsylvania	6.9	11.7	7.3	13.1

TABLE 3
(continued)

STATE UNEMPLOYMENT RATES (%)

Location	Annual Average 1979 Official Rate*	Annual Average 1979 Real Rate**	June 1986 (most recent) Official Rate*	June 1986 (most recent) Real Rate**
Rhode Island	6.6	11.2	3.6	6.5
South Carolina	5.0	8.5	6.7	12.1
South Dakota	3.5	5.6	4.2	7.6
Tennessee	5.8	9.9	7.8	14.0
Texas	4.2	7.1	11.1	20.0
Utah	4.3	7.3	5.4	9.7
Vermont	5.1	8.7	4.4	7.9
Virginia	4.7	8.0	5.1	9.2
Washington	6.8	11.6	7.7	13.9
West Virginia	6.7	11.4	10.9	19.6
Wisconsin	4.5	7.7	6.6	11.9
Wyoming	2.8	4.8	9.3	16.7

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* Source: Bureau of Labor Statistics.

** Source: National Committee for Full Employment. The real rate of unemployment takes into account the numbers of officially unemployed, part-time for economic reasons and discouraged workers. In June, 1986 the official unemployment rate nationally was 7.1 percent, while the real jobless rate was 12.7 percent. The "real rate" for state and local areas is a projection of these figures.